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School Activities

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As the Editor Sees It

The current expose of gambling in connection with college basketball — and certainly not all of the story has been published — has been in the making since college basketball became “big business” and moved out of its own gymnasiums into the gamblers’ hangouts — public sports arenas and gardens.

Why have colleges, even those equipped with the finest of gymnasiums and field-houses, scheduled “crucial” games in sports pavilions, or accepted invitations to play there? The reasons are obvious — big money, big sports write-ups, big college publicity, big coach publicity, big sporting events — for the spectators. Now this policy has backfired — we hope effectively and permanently.

College basketball does *not* need a czar to keep it clean; and surely no college official in his right mind would (1) admit that he was incapable of handling this activity, or (2) allow an outsider to handle it — a part of his job.

What college basketball *does* need is the application of some common sense on the part of those responsible for it. True, such application may have to be made in spite of influential alumni, athletic-minded administrators, publicity-crazy coaches, and sports-promoting newspapers and arenas. However, it can be and must be made if the game is to be freed from suspicion and remain a creditable collegiate activity.

We have heard and read numerous items to the effect that newspaper, magazine, and book materials — paper, ink, metal, etc. — have been restricted or otherwise limited. But we have never heard or read such an item concerning school newspaper materials. Complimentary, or something.

Some schools license pupil bicyclists, and even roller skaters, before allowing them to travel to and from school by these means, and now the question of similarly licensing automobile drivers is up for consideration and study before the National Safety Council. Such a plan might not be a bad idea.

During the past few months we have examined a number of descriptions of the postwar school. Strange to say, with one exception, we have seen little or nothing

new in them; they represent few ideas that are not now incorporated in a good modern school. The one obvious exception relates to veterans’ training. These articles will, of course, help to bring a demand that the present not-so-good school develops up to the educational standards of the present good school.

Although there were earlier experiments in “self-government” or “student participation” in America, the usual story begins with the founding of the George Junior Republic at Freeville, New York, in 1894, by William R. George as a sort of summer vacation device for under-privileged young folks. That this Republic is still going strong is shown by Amy Porter’s illustrated article in *Collier’s* for January 20, 1945. You’ll find it interesting.

Many of this spring’s school yearbooks will again reflect a patriotic motif, which is entirely proper, provided the main purpose of this publication is not obscured, nor its production cheapened. By all means reflect former students who have been or are in the various armed services, but don’t forget that the main objective of the book is to tell the school’s entire story for the year. And don’t allow amateurish and immature “artists”, “poets”, and what-nots, in their attempts to be “patriotic”, to produce a cheaply sentimental and garish monstrosity.

It is not too early to begin to plan for school (and individual) gardens. And in any community there are experienced gardeners whose interest and competency can be easily capitalized. Remember, too, that “chemical gardens” can be grown indoors at any time and at small expense.

Another common practice we’d like to see disappear — the naming of all-tournament, all-conference, all-state, and similar all-star teams. Even at best, the variables of standards of selection, number and types of participations, accessibility to selectors, coach and team records, personalities and friendships, etc., combine to make any such choices extremely “mythical,” to say the least. And they are worthless, or worse, to nearly all of the players, mentioned or unmentioned.

Projects for the Research Commission of the Council

MANY student councils in our secondary schools organize committees to carry out the various activities of the council. Both short-term and standing committees are used.

The short term committee has some advantages over standing committees because it is possible for this group to do a specific job immediately after being created. If the work is successfully carried out, this committee then can be discharged with distinction. Then too, as has been frequently noted, all too many standing committees "just stand." Standing committees or commissions should have definite projects which they too may complete with distinction.

In order that council members, students, and faculty members may have information about student activities, it is desirable to have a research commission which should function as one of the important standing committees of the council. The following five suggestions represent projects which research commissions have carried out successfully. These five proposals do not represent a complete list of projects, but the suggestions do offer worthwhile activities for this important commission of the council.

1. *Conduct a survey of the entire student body.* Naturally no set pattern should be used here. Last year the research commission of the student council at the Elgin Senior High School, Elgin, Illinois, made such a survey. The questionnaire used and a summary of the results follow:

ELGIN HIGH SCHOOL ELGIN, ILLINOIS

Student Council Research Commission

1. Do you think Elgin High School students receive sufficient information relative to the required courses, rules, and traditions of the school?
Yes — 1054; No — 260; Doubtful — 3
2. Are you familiar with student handbooks that some schools have?
Yes — 328; No — 982; Doubtful — 0
3. If yes, do you think we should have one?
Yes — 508; No — 168; Doubtful — 23
4. Would you like to see the Research Commission make a study of significant student activities in other schools?

FRED B. DIXON

Superintendent

East Lansing Public Schools

East Lansing, Michigan

5. Do you like the plan of distributing the *Mirror* during home room time?
Yes — 1267; No — 52; Doubtful — 7
6. If no, would you care to suggest some other time?
Fourth period class 2
Third period class 6
Extend time 5
End of third period class 14
Sixth period class 6
During study period 10
7. Would you like for the Student Council to plan a stunt between halves at basketball games this winter?
Yes — 1162; No — 123; Doubtful — 8
8. Do you think the Student Council should sponsor
more dances — 643; about the same number — 564; fewer — 92
9. Would you favor a magazine drive next year?
Yes — 216; No — 452; Depends on Need — 652
10. Do you plan to purchase a copy of the 1944 *Maroon*?
Yes — 1141; No — 151; Doubtful — 8
11. Do you think we should have in home room
more time — 706; same — 483; less — 73; not sure — 54
12. Do you like the patriotic opening used in some of our assemblies?
Yes — 1230; No — 80; Doubtful — 5
13. Are you a member of any school club?
Yes — 573; No — 736
14. Do you think our present club program meets the need of our students?
Yes — 771; No — 402; Doubtful — 55
15. Would you be interested in the addition of clubs?
Yes — 435; No — 633; Doubtful — 71

Questionnaires similar to this should also be answered by members of the faculty, because it is impossible to have constructive and worthwhile council work unless the faculty and student council mem-

bers are working together.

2. *Make a collection of student handbooks.* Most student handbooks contain interesting information relative to the management and development of student activities. It is a comparatively easy job for members of the research commission to write officials at other schools for copies of their handbooks. After collecting these books, there are at least three ways in which the research commission may use them. First, members of the commission may report to the student council some of the interesting activities and procedures found in these handbooks. Second, a handbook package could be made which the research commission would route to the various homerooms in the school. These handbooks will provide vital study and discussion material for homeroom groups. Finally, the commission may file the handbook package in the school library, where they may be used by pupils as reference material dealing with student activities.

3. *Prepare materials to help pupils participate in group discussions.* Too frequently we hear members of the student council say, "It is just impossible for me to get my homeroom gang to participate in a serious discussion." This is undoubtedly one of the difficult problems facing many student councils. The research commission should collect and prepare material to help pupils to participate in group discussions. To give one example, in the pamphlet, *Make Youth Discussion Conscious* many helpful suggestions like the following question starters may be found:

To challenge inconsistency: "John is it not more consistent to say (states what might be said) instead of (repeats what was said)?"

To challenge obscurity in meaning: "Wouldn't your idea be clearer, John, if you said (recasts the statement of the speaker)?"

Challenge to seek a common understanding: "John, how would you solve the problem of (states a problem related to what the speaker has said)?" If the solution presented by the speaker does not quite satisfy the questioner, he continues: "Would you agree, then to my solution (states his own)?"

4. *Prepare and collect material on leadership.* Pupils must work in and with groups both in and out of school. Of course, the actual participation is the important part of the pupil's education. The

research commission, nevertheless, can help with this problem. An example of the kind of material prepared by the research commission at Hickman High School, Columbia, Missouri, follows:

HICKMAN HIGH SCHOOL STUDENT COUNCIL

Working With People *Bulletin No. 2*

- A. Remember this definition: "A leader is one who has a program and can get others to help him carry it out."
- B. Remember there are no tricks of the trade — no short cut to effective leadership.
- C. Always keep in mind the fundamental desires which motivate human activity. Dr. W. I. Thomas suggests the four fundamental wishes or desires as:
 1. The wish or desire for new experience.
 2. The wish or desire for recognition.
 3. The wish or desire for security.
 4. The wish or desire for personal response.
- D. Remember that a leader can succeed only through other people. The leader's interest in others must be *real* — it must be genuine.
- E. Learn to listen to others.
- F. Learn to use every *honest* method to raise the other person's ego.
- G. Learn to show a *sincere* interest in others.
- H. Let the other fellow display *his* knowledge.
- I. Know the value of praise:
 1. "Praise, to be effective, must be genuine, and it is better if it is given indirectly."
 2. "Flattery is soft soap and soft soap is 99 per cent lye."
 3. "To withhold deserved praise lest it should make the object conceited is as dishonest as to withhold payment of a just debt lest your creditor should spend the money badly."

—George Bernard Shaw

- J. Understand the value and danger of humor.

Suggested Reading

Webb, E. T. and Morgan, John B., *Strategy in Handling People*. There are thirteen copies in our library.

¹*Make Youth Discussion Conscious*. Written and published by The Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio. p. 16.

It might be said that the central thought of this book is how to raise the other fellow's ego.

5. *Plan and carry out an evaluation of the work of the student council.* It is generally agreed that the activities and work of the student council should be evaluated. The members of the research commission, with some help from the council adviser and the principal, make an ideal group for developing an evaluation program. A few questions which might be used in an evaluation of the council are:

- A. Have the objectives and responsibilities of the council been clearly defined?
- B. Is the council constantly trying to find some services for pupils to render the school? Has sufficient emphasis been placed on service?
- C. Has the council been engaged in significant educational activities? Has it been dealing with problems that are important to pupils?
- D. Has the council assumed the responsibility for training elected officers? Does the council have a leadership training program?
- E. Has the conduct of the pupils improved because of the council? Has the attitude of pupils towards school property and the rights of others changed?
- F. Are the faculty-pupil relations more friendly because of the council?
- G. Are the members of the council (including the sponsor) seeking additional training and attempting to become more competent?
- H. Does the council recognize the principal's responsibility to the school board and to the community? Are administrative vetoes becoming less necessary? Is it probable that only one veto in each pupil generation is an attainable goal?

The members of the research commission will need to collect much additional information² in order to conduct a meaningful evaluation.

The research commission of the council has a full time job. This commission should be charged with the special task of securing information about pupils and the development and management of student activities. The five projects just described are not activities that may be carried out one semester, with the idea that the problems studied are solved. The work of this commission is a continuous one and needs to be repeated year after year.

²For helpful information on student council evaluation see: Erickson, C. E., Dixon, Fred B., and Barthold, Louise E., *Pupil Participation in School Life*. Lucas Brothers, Columbia, Missouri, 1942. Chapter 12. "Testing the Council." McKown, Harry C., *The Student Council*. McGraw-Hill Book Co. 1944. Chapter 13, "Evaluating the Student Council." Trump, J. Lloyd, *High School Extracurriculum Activities*. The University of Chicago Press, 1944. Chapter 12, "Evaluation by Local Schools."

Extra-Class Emergencies from the Curriculum

MERLE PRUNTY

Head of Extra-Class Division

Stephens College, Columbia, Missouri

IN THE Stephens College total program of functional general education the extra-class activities which normally emerge from the curriculum are of two major types.

One type of extra-class activity stems from a wide variety of courses wherein interests have been stimulated to the point that students voluntarily seek an organized extension of opportunity to explore their interests and to experience activities in harmony with new urges. As a consequence, clubs, discussion groups, leadership groups, hobby groups, honorary organizations, service projects, hikes, and excursions are sought by students. These activities are sympathetically encouraged by the administration through the appointment of faculty sponsors from nominations made by student groups.

A second type of extra-class activity at Stephens evolves from the curriculum as a result of the motivation of students to produce and present something to the total college community. In order to secure successful presentation of this type of activity, faculty guidance is usually necessary. These "production" activities represent the most constructive efforts of faculty and students that can be brought from within the framework of the total curriculum to the college community for its consumption. The nature and extent of these activities consist chiefly of: demonstrations, student speeches, exhibits, panel discussions, special observances, news casts, radio programs, concerts, recitals, plays, shows, publications, and contests.

These activities afford extensive opportunities for management and for the cultivation of talents and skills on the part of student producers which enhance their appreciations of good standards in these areas. Their consumption by the college community makes a cultural contribution to individual students which tend to improve their tastes and understanding.

Leadership in Extracurricular and Other Activities

THE world moves on. In the past when individual production was the main characteristic of our industrial system and the trades were learned through some system of apprenticeship, children's education was cared for by parents who bound out their sons to learn a trade and to secure an education. Subsistence, the mysteries of the trade, training in religion, law and government were provided by the master tradesman.

The industrial revolution changed all of this. For a time, it was all work and no or little education for children. After a hundred years or so, society decided that every child should have an education. Work has been almost completely eliminated from the educative process.

Today we are thinking in terms of work and education to secure the total adjustment of the child.¹ The master today is the school, and the school must provide the apprenticeship training for work in trades and leadership in our community and national life.

Here I shall discuss participation in extracurricular and other outside activities as a preparation for leadership in the training for present and future leadership, some of the common characteristics of such leadership, and the value of our extracurricular and work programs in our schools today.

Participation in Extracurricular and Other Outside Activities as an Apprenticeship Training for Present and Future Leadership

Many studies have been reported on this idea. A study was made in the Los Angeles schools of the load of senior high school pupils.² Some 60 to 80 per cent of the students were engaged in activities depending upon their intelligence ratings. Those with no responsibilities aside from school duties made a lower average in scholarship than those who carried hours equal to, or better than, the average of their group. To show a tendency to shirk in school suggested a like tendency in home and community life. But the conclusion of the study was that participation in extracurricular activities in school or in other duties not directly connected with the school appeared not to affect a stu-

LORING C. HALBERSTADT

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dent's scholarship directly.

A reported study from Lincoln, Nebraska,³ of opinions of teachers and the current practices among pupils in the matter of home study indicated that worthwhile activities in which pupils engage voluntarily should be made to contribute more to the aims of education. To increase the school's influence in that field might be made more worthwhile than to give more time to formal study.

A study⁴ was made of post-school careers of high school leaders and high school scholars. This indicated that graduates who were leaders in pupil activities in the high school made a better showing in many respects that were measured than did those students of a random group that was measured. The suggestion was made that there was a need of curricular adjustment.

Some evidence of the fact that to be on an honor roll is not necessary for success in life was found. The necessary characteristics for success in high school may be somewhat different from those needed for success in life. Scholars seem to be least successful in post-school life.

Mr. Monroe⁵ has reported a study of the effect of participation in extracurricular activities on scholarship in the high school and found that such effect seemed to vary.

Someone has said that much of our success in life depends upon what we do in our leisure time. One reported finding⁶

¹"Value of Work in Education in the Secondary Schools" by George C. Mann. Bulletin of the National Association of Secondary School Principals, March 1941.

²"A Study of the Load of Senior High School Pupils in Los Angeles" by Hildur C. Osterberg. *School Review*, May, 1928.

³"How High School Pupils Spend Their Time" by Inez M. Cook and T. V. Goodrich. *School Review*, December, 1928.

⁴"The Post-School Careers of High School Leaders and High School Scholars" by J. R. Shannon. *School Review*, November, 1929.

⁵"The Effect of Participation in Extra-Curricular Activities on Scholarship in the High School" by Walter S. Monroe. *School Review*, December, 1929.

⁶"Leisure Activities of Eleventh Grade Students" by George A. Rice and Robert E. Brownlee. *University High School Journal*, University of California, December, 1930.

of studying leisure time activities of eleventh grade students found no significant correlation between the amount of leisure time and intelligence and the amount of leisure time and scholarship. It was suggested that an insight into the character and living conditions of a student should be very helpful.

The facts seem to be that large numbers of our high school students are engaged in extracurricular and other outside of school activities, that such participation has little or no direct connection with scholarship and honor rolls, that many of these activities could be made to contribute to our educational aims, and that such participation is aiding in bringing out the necessary characteristics of leadership which can carry over into the post-school life. These above facts seem to agree with a study reported by John Jacobsen.¹

Some Characteristics of Such Apprenticeship Leadership

High scholarship may or may not indicate high leadership. There seems to be little relationship between leisure and scholarship. There is little relationship between leisure and intelligence. We need to know more. In athletics, leaders are chosen for skill in that particular sport in which they excel. Intellectual ability may have something to do with skill. McCuen² is of the opinion that the crowd desires to be led by people of average ability and that a leader must not be too far detached from the group. Teachers with experience in extracurricular activities have noted that there is a notable difference in the abilities of students to inspire confidence in others. Perhaps leaders with a higher intelligence can do this better than those of lower than average intelligence.

Some of the traits that help to inspire confidence are: friendliness, enthusiasm, sympathy, social mindedness, vitality, perseverance, initiative, sincerity, tolerance, unselfishness, courage, trustworthiness, and aggressiveness. Less confidence in one's ability as a leader may be inspired by such traits as: stubbornness, fickleness, egotism, timidity, indifference, inefficiency, aloofness, and narrow-mindedness.

The individual that has tolerance, poise, sympathy and understanding, with vision of what he can do and should do, has a personality that begets an atmosphere which will produce good results. The true leader possesses the same traits of his

group but in a greater degree and in a different combination.

Some Values of Our Extracurricular and Work Programs In and Out of Our Schools as Far as Leadership Is Concerned

The leader must accept responsibility, co-operate with others, and contribute to the group's aims. Any difficult job that is undertaken by a student on his own responsibility, which will be graded by some standard, will, if successfully carried out, give a genuine satisfaction; provide plenty of opportunity for resourcefulness, initiative, and persistence; cause him to distinguish between essentials and non-essentials; and serve as a bridge between the school and the community. Any school program of study-work-recreation will provide movement and manipulation, meaningful participation in group activities, change of pattern in organization and routine, and make one aware of his responsibility to society.

A flexible administration of such programs providing work, play, and recreational experiences will aid in adjusting the student's life to that of adulthood, tend to reveal his abilities and aptitudes and to overcome personality maladjustments. Such a vehicle of teaching as is afforded by our extracurricular activities, other activities outside of school but related and correlated with it, and a work program will bring valuable returns in citizenship, social service, principles of business, skills and democratic government.

A school program that will create "an awareness" of one's responsibilities to society pays good dividends. Contributing citizens graduating into a community is a precious gift from any secondary school. Mutual understanding, respect, and non-violence are found in a greater degree in such groups. Such young people are thankful that they had a chance to work for service. A personality development of that type begets good leadership and followship. A contributing leadership and followship will pay rich dividends in the economical struggle that is yet to come. Let our schools play safe.

¹"Athletics and Scholarship in the High School" by John M. Jacobsen. *School Review*, April, 1931.

²"Leadership and Intelligence" by Theron L. McCuen in *Education*, October, 1929.

Handicraft has healing powers. By its magic it can transport one from a troubled world to a realm of enchantment where nature heals in her own subtle way.—Ellsworth Jaeger.

Student Leadership Achieves the Minute-Man Flag

SPONSORS, officers, and members of the student council in East High School, Kansas City, Missouri, planned and carried out successfully their own drive toward the Minute-Man flag, during the Sixth War Bond Drive.

In the words of the principal in his "Christmas Greetings" on the front page of East's school paper appears: "East High School approaches the Christmas season in a fervent glow of contentment with the accomplishments of the current school year. The winning of a football championship, the earning of a Minute Man Flag by the sale of \$6,600 worth of war bonds and stamps, with 97 per cent pupil participation, and an intelligently patriotic response to the Christmas work emergency appeal demonstrate anew what a united school can do."

No small part of this successful achievement was due to the effective publicity of the school paper and the daily morning bulletins to the home rooms. The editorials state in part: "During the past four weeks East High School has achieved 96, 97, 99, and 97 per cent participation in the sale of war stamps and bonds. This proves that when the student body as a whole sets a certain goal they not only reach it, but pass it with glowing colors. . . . The drive was put over by the student council. . . . They are to be commended on their very fine co-operation. . . . Since East has always been co-operative in every activity, it is certain that after we receive the flag we will work to keep it. . . . In fact we really know very little about the war on the front lines. . . . All we can do is stay at home and buy stamps and bonds, and do every little bit we can possibly do. . . . We should all give till it hurts; give a war bond for a Christmas gift."

The sponsors and officers of the student council had felt for some time that an effort should be made to attain the Minute Man Flag. There was some hesitation and doubt on the part of a few of the faculty members, due to the possibility of pressure, contests, and embarrassment.

Officers of the student council and the sponsors meet each Tuesday morning before school to discuss problems and business for the president's agenda for the

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*Assistant Sponsor of Student Council
Sponsor of Senior Hi-Y and
Webster Literary Society
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regular council meeting on Wednesday morning before school. At this executive board meeting, it was decided to present the matter of conducting a drive toward the Minute Man Flag to the council, subject to the approval of the administration.

The student council decided to attempt the attainment of the Minute Man Flag during the Sixth War Bond Drive. This decision was made after council members, who are home room presidents, had reported their room percentages over a two-week period. Most rooms had fallen to a low per cent, and some were not reporting at times. Sponsors and officers urged representatives to organize their rooms for the drive and to do their best. It was pointed out that failure to achieve the Minute Man Flag goal of 90 per cent student participation for four consecutive weeks would not be a disgrace, because the number of purchasers would be increased at any rate. However, everyone was urged to put the drive over in honor of the East boys and girls in the service of their country. Everyone thought that it could be done in the face of low buying and many demands for money. Caution was made that no one should be embarrassed "too much." The executive board was to plan the campaign and organization.

Captains and co-captains were appointed by the executive board. Members of the council served in this capacity, and the council president designated a group of home rooms for the captains to follow through on each Wednesday, bond and stamp day, as to sales talks, publicity, and per cent reports. Home room salesmen, under the supervision of the business teacher, Miss Minnie Baker, handled the records and reports for the school each Wednesday. The art club made an attractive bulletin board poster for the front hall. There were no room or personal data. The dates of the drive with the per cents added each week were all that ap-

peared on the poster. Per cents were added before school was out each Wednesday, so that the student body could see the progress. No contest was held between divisions under the captains.

Detailed instructions on handling money and the rules for the Minute Man Flag were sent to the home rooms in the regular daily bulletin run off by the registrar. A "We Can, We Must, and We Will" approach and tone were given to announcements. It was suggested that sales managers, treasurers, and officers put over the drive in their rooms, that money for stamps and bonds be collected on Monday, Tuesday, and Wednesday, and that presidents assume direct responsibility for the following-through.

Sponsors clinched points of attack when and where it seemed necessary. The council members were instructed after a short meeting on Wednesday, which was the "kick off" and their regular meeting, to put their books in their lockers and get to their home rooms before school and follow through as students came to the rooms. They were told that success would be the result of their effort and, by implication, failure might be their failure also.

Bulletins were short and to the point. The sponsors and the officers worked them out together, although the sponsors wrote something to "shoot at." December 8th was one of the Wednesday's stamp and bond days, so Pearl Harbor was stressed. An example of one of the announcements which was approved by the council after some discussion on its tone follows.

"A message from the Student Council:
 'Are you worth the lives that are lost?
 Are you worth the effort it cost?
 Are you really doing your part?
 Are you in this with all your heart?
 Are you working just for gain?
 Do you know the hurt and pain
 Of mother's tears and young wife's fears,
 Loved ones gone,
 Nights and days without song,
 Waiting, hoping, praying,
 Are you worth the saving?'"

—By Mrs. C. H. Scott, a Kansas City mother of a son in the South Pacific area.

"Please do your part in the purchase of war stamps and bonds today and help put East High School over in our drive for the United States Minute Man Flag. We can,

we will, we must.

—The Student Council."

The above war stamp and bond announcement and drive resulted in 99 per cent student participation — only fourteen students of the fourteen hundred in the whole school, not buying. There might be some criticism of such an announcement, but the sponsors presented it to the council, and the council approved it. No objections resulted.

Other routine announcements are included in this regular home room bulletin, which is sent around to the home rooms each morning for consideration and action during the home room period. Only the most pressing information is sent around at other hours in the day. The entire student body, faculty, and administrative co-



operation made possible the achievement of this worthwhile goal. No special appeal was made to the faculty members except in bulletins and through personal contacts with influential teachers. No doubt a few of the sponsors felt that undue pressure had been made in other situations. However, student leadership and following-through united everyone in this council project. On the whole, faculty and students were loyal in their efforts, but the initial drive and follow up were on the part of the student leadership through the council and the home rooms.

Everyone was indeed proud of the united effort and hopes to continue the buying, although some let down is expected to occur. A high school sells tickets to sports, yearbooks, and many other things. Even though the purchase of war stamps and bonds is essential and a necessary habit, other things for which we are fighting are involved also. Our tempta-

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Synchronizing Speech Methods

II APPLICATION TO PERSUASIVE SPEECH

A. SYNCHRONIC PATTERN IDEAL:

Unobtrusive Projection Under Constant Change of Pace

Less formality, more "give-and-take" (even if only mental) between salesman (any speaker) and listener — that is the cue to the speech performance of tomorrow. It spells *adaptation*. A parallel presence of constants and variants.

PARADOXES OF PERSUASION

It involves a series of *paradoxes* for the student speaker:

(1)

(a) To begin speaking only when the audience is ready.

(b) Yet to do so before that audience can assume conventional attitudes toward the speech situation. (The most fatal thing about a speech is that it is a "speech.")

(2)

(a) To *project his own personality*.

(b) Yet to be in effect a sounding board, a *resonance chamber for the personality of the listener*.

(3)

(a) To *feel deeply* about his proposition.

(b) Yet to *conceal that anxiety* from the listener — keep the feeling under control and be prepared to adapt instantaneously to the emotional whim of the listener.

(4)

(a) To *generate and initiate response* towards himself and his message.

(b) Yet merely to *reflect the response* of the audience, as though he were but the chairman who collects and reports the sentiment of the forum.

(5)

(a) To have a *specific proposition* which he wants the audience to accept. (A proposition "thought through".)

(b) Yet to move as though *the audience itself were forming that proposition* from the instances presented. (A proposition "in flux".)

(6)

(a) To come prepared with a large fund of experience, and colorful idioms to express it.

EDWARD PALZER

Associate Editor, "Platform News"
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(b) Yet to come with the freshness of the "first time" — minus the tell-tale exhaustion and monotony of research.

(7)

(a) To eliminate or transfer all emotion likely to encourage stage fright. (To keep the fires down.)

(b) Yet to retain an abundance of emotional enthusiasm. (To keep the fires from going out altogether.)

(8)

(a) To observe and analyze the changing responses of the audience as he goes along.

(b) Yet to permit no clumsy "playing to the audience," no obviously studied catering to them.

(9)

(a) To be *analytical* of his own purpose, proposition, and performance.

(b) Yet to conceal that heavy hand of composition, preparation, and in some schools, of "coaching."

THOUGHT BLOCKS

Clumsiness in *synchronizing* these seeming cross-purposes will result either in frustration (stage fright) on the part of the student, or frustration (mental confusion) on the part of the listener.

Suppose that the student speaker is caught in this situation: He is *thinking* "Thought A." He is *speaking* "Thought B." The result may be "zero." It is even possible that "Thought A" will come through to the listener over "Thought B." Or at least "Thought B" will have become so thoroughly neutralized as to be ineffective for all practical speech purposes. It adds up to another reason why the student should do his *self-analyzing in the rehearsal period* — before he actually meets the listener. It is too late then. Skills and techniques must be "second nature" by the time he is on the platform.

Let the student always remember that conflicting purposes, "thought blocks," tend only to neutralize each other — or worse.

FLICKER FLASHBACKS

1904 and its melodrama. The villain landlord, but the old homestead saved "just

in time." The clumsy flicker screen of that era had nothing on the "canned rebuttal," the memorized "oration," the persistence of written style in oral situations, the fussing with academic frills, the non-essentials of speech.

"PYRAMIDING" IMPRACTICAL

Underneath many of these practices of another generation is the conception, or misconception, of the *word* itself.

As Frederick Morton points out, words cannot be built up with geometric and scientific accuracy to secure a desired effect. *Words are not like machines.*

A Liberator has 102,000 parts and uses 300,000 rivets. Each part, each rivet, adds something to its essential quality. "But you cannot add word upon word to make them stronger or more sure to hit their target or with fiercer impact, even when you know what you wish with them."

Words cannot be *pyramided*. Neither can *clarifiers* be pyramided. The *gesture*, the *illustrative pattern*, the *factual structure* — pile up any of them "for effect," and a point of diminishing returns is quickly reached.

Here is a parallel from radio drama, cited by Corwin. The documentary script called for an historical dramatization of the world's speed record for steam locomotive.

First, the engine is idling in its terminal, ready for the run. Presently it chugs out of the terminal. Soon its speed accelerates to 120 miles per hour. As Corwin observes, "The actual time required for an acceleration from zero to 120 miles per hour would be many minutes, but 40 seconds of airtime was more than enough. It was not a matter of exercising dramatic license; it was simply a recognition of the fact that the ear accepted 40 seconds without any question. Another ten seconds and the scene would have collapsed into dullness."

A *gesture* can be *meaningless* (most of them are). An *illustration* can be *superfluous*. The *factual structure* can be positively *boring*.

ART TO CONCEAL ART

A weakness of many school speech contests is that the student is encouraged to make isolated speech skills "stick out," so that judges will give him an excellent rating on these, then add them up as in arithmetic. But often the *human equation*

is left out. The judging may have been approached *from a negative standpoint only*. The result places a premium on negative virtues. Often genuine creative achievement goes unrewarded. Thus the system places a premium upon a minimum standard. But *the minimum unfortunately becomes the maximum also*.

James Noble Holm, in his "How to Judge Speech Contests," offers a new perspective to contest supervisors to eliminate the above concept, to encourage instead the *art to conceal art*.

SYNCHRONIC CONCEPT ESSENTIAL

Attention to some *isolated* aspect of speech has been responsible for most of the inadequacy of student speakers. It forms, in fact, an *inhibitive block* to prevent the student from doing his best creative work. The story is told that Jan Matejko, greatest painter of Poland, master of color, and originator of dazzling canvasses glowing with riots of color, was himself color blind; and Beethoven was deaf.

Perhaps the over-sensitive, rule-bound artist is hedged in by his own art. *His highly developed sensitivity is at once his greatest asset and his greatest limitation*. This, to the student, means that *experience can work both ways*.

"TEACHER'S" SPEECH

This is especially characteristic of the speaker who has been enveloped by an academic speech environment, well-intentioned, no doubt, but unfortunate for the student.

Bennett suggests that there is a type of speech peculiar to teachers. It is *not* slovenliness. Rather it is characterized by "too patent a yearning for distinctness and exactitude, by an art which does not conceal art. Teacher's speech may be defined as *speech which is too true to be good and too good to be true*."

"Teacher's voice" is described as a "rather high hard tone (more common among women than men), a fertile cause of vocal breakdown, suggesting that the speaker is used to making the voice carry against odds and is slightly apprehensive of an imminent collapse of interest, if not of discipline."

Then there is the "special voice" for reading poetry, which Bennett calls "one
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¹Radio Propaganda, New Style. Theatre Arts, Vol. XXVII, No. 2, p. 95.

²The Sovereign Word, Theatre Arts Monthly, Vol. XXIV, No. 2, p. 130.

A Foreign Language Assembly

THE purpose of this assembly was to show the debt that both the English and Spanish languages owe to Latin, and to point out traces of Roman and Spanish civilization in the United States.

The committee of five members (called 1, 2, 3, 4, and 5 in the script) was seated around a table down left on the stage as the curtain was raised. A balcony was arranged on the right side of the stage. Romans entered from the right. Baseball players entered from both sides to show the two opposing teams. The Romans were dressed in the togas of their day. The baseball players wore colorful uniforms, and the Spaniards native dress. Spanish band or orchestra music before and after the curtain was opened added to the atmosphere.

1: Well, here we are — the committee appointed for the planning of the Foreign-Language Assembly. We have plenty of time to prepare, but there is still much to be done. Of course, the first event in the program will be to bring forward the flag and give the pledge of allegiance to it.

2: Then we'll sing the first stanza of the Star Spangled Banner.

4: Does the assembly combine both the Spanish and Latin classes?

3: Yes, that's why there are four of us on this committee — two from Spanish classes and two from Latin classes.

4: I wish we could have a company of real Latin Americans, like Tito Guizar's company put on our assembly for us.

1: That wouldn't be fair. Where would we get live Romans at this date?

ROMAN 1: Don't be too sure! We'll be listening to every word you say!

1: Well, since you're here, there may be something you can tell us. We have heard a lot about elections this year. Didn't some of our election practices come from the Romans?

ROMAN 1: I'm glad you asked me that! I'll call Claudia. I'm sure she can tell you something about that.

ROMAN 2: The Romans were at first governed by the decisions of the general assemblies, administrative councils, and law courts — by voting by "ayes" and "noes," — by division, pricking, and by balloting with shells, broken pieces of pottery, peas, beans, bronze disks, and pebbles of different colors.

LYDIA HOLM

*University High School
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In 139 B.C. the written ballot was instituted in Rome. The ballot was probably the greatest political discovery of the Greeks and Romans.

Political campaigners of today use many of the same methods used by the Roman politicians. There were no telephone poles or billboards along the roads of ancient Italy, but candidates used the monuments along the way instead. Some Italians resented this use of their tombstones, as is shown by this inscription: "Bill poster, I beg you to pass this monument by. If any candidate's name shall have been painted upon it, may he suffer defeat and may he never win any office."

Town dwellers expressed their political sympathy by means of inscriptions painted in large letters on the stucco walls of their houses. Some of these inscriptions were not very complimentary to the candidate. For instance one sign said, "All the sleepy men nominate Vatia as aedile." Another said, "The petty thieves propose Vatia for the aedileship." A third goes into even more detail: "I ask your support for M. Cerrinius Vatia for the aedileship. All the late drinkers nominate him."

Quintus told Cicero, one of Rome's greatest politicians, that he should always use a flattering manner to make himself better liked by the voters, that he should choose as friends the people who could help him in politics, that he should always speak to farmers because they were influential in their own districts, and that he should bother to keep his campaign promises only to those who could help him most politically. If it was at all possible, it was good politics to start a scandal against one's opponent.

A candidate could tell how popular he was with the people by the amount of applause he received when he entered a public place. In the theaters, the comedians often used the names of candidates in their jokes, and the people showed their approval or disapproval of the candidate by their applause.

1: I'm afraid we have kept as many bad practices as good practices of Roman politicians. Few people realize how little of

what we have today is original with us. Rapid transportation and the present war have made us realize more than ever, however, that we must learn more about our neighbors, both past and present.

2: We find now that language is separating us more than distances. The people of the United States have expected all the rest of the world to learn English, but we are finding that we must do our share of the learning as well. There are many people who never want to try to learn a foreign language because they think it is too difficult. They don't realize that they have already mastered one of the hardest languages in the world when they know English.

1: Have you read this poem, "Is Latin Queer"?

3: I haven't. Let's see it. (Reads it.)

4: English is difficult because it is made up of parts of so many different languages and is still growing. It gets many of its prefixes and suffixes from Latin — "un" as in "unexpected," "non" as in "non-existent." The "studium" of Latin becomes "study" in English and "silentium" becomes "silence."

ROMAN 3: I'm afraid you're not giving us enough credit. The Romans have given English more than prefixes and suffixes. We have given you whole words — *alumnus*, *antenna*, *vertebra*, *fungus*, *gladiolus*, *narcissus*, *stimulus*, *focus*, *bacteria*, *curriculum*, *exit*, *data*, *index*, *appendix*, *basis* and even the despised *Axis*.

ROMAN 4: And you are forgetting the phrases: *Magna Charta*, *alma mater*, *in memoriam*, *post mortem*, *per annum*, *bona fide*, *vice versa* — and on your money "*E Pluribus Unum*." (Romans exeunt.)

4: Those Romans aren't letting us get by with a thing! We haven't mentioned their music yet. There is one song that has come down to us from student days in Rome. It is called "Gaudeamus Igitur," "Let us Rejoice Therefore." Let's call those Romans back and have them sing it for us. (Group of Latin students dressed in togas sing.)

1: We haven't said anything about what we owe to Spanish in our English language. Spanish is, after all, the way the people of Spain adapted Latin to their own use. The educated Roman must have been as horrified at hearing a Spaniard talk Latin as an educated Englishman is to hear someone from Brooklyn using American slang.

2: I didn't notice the Spanish names of places and things in the United States un-

til I began the study of Spanish. I find myself wanting to give those words the Spanish pronunciation rather than the American pronunciation.

1: Oh, I knew that San Francisco was really St. Francis and that Los Angeles means "The Angels," but I certainly didn't know that Texas means "roof tiles" and that Colorado was named "red" because of the color of the soil and the river.

2: And Florida was named "Flowery" because Ponce de Leon discovered it on Easter Sunday, called *Pascua Florida* in Spanish.

3: Don't forget Sierra Nevada, which is really "Snowy Range," and Rio Grande, the "Great River."

1: Not only the names of places have Spanish names. We use many words in our daily vocabulary that come directly from Spanish. We do change the pronunciation a little, but the spelling is identical. For instance, there is bronco, patio, alligator, lasso, canyon, corral, lariat, rodeo; guerrilla warfare, desperado, peonage, and even potato.

4: Don't forget that we get cockroach from *cucaracha*!

3: Well, after all it's logical that the Spanish explorers should have left some traces in what is now the United States of America. De Soto discovered the Mississippi and was buried beneath its waters.

1: De Coronado traversed Texas and Colorado and reached Kansas. He was looking for wealth which he expected to find in the Magic Seven Cities. Although he found only poor Indian pueblos and no great wealth, still he did discover the Grand Canyon of Colorado.

4: It's that southwestern part of the United States which still shows the traces of Spanish occupation most clearly. Many of the buildings are of the mission or Spanish type of architecture. In fact, many of the original missions, built by the Spanish missionaries, still stand.

ROMAN 5: Aren't you forgetting the Roman styles of architecture which one sees in so many of the public buildings of the United States? (Exits)

1: I thought we had seen the last of those Romans, but what she says is true, even though the Romans themselves did not build them in the United States.

2: The Spaniards introduced many European plants here, such as sugar cane, barley, and grapes. They also brought horses, cattle, and goats.

4: The American Indian thought the

Spaniard was a superman or god because of his height on a horse, but lost his respect for him when he saw a Spaniard shot from his horse by one of his arrows.

1: The Spaniards also took new products back to Spain with them — maize (pronounced *maiz* in Spanish) and tobacco (pronounced *tabaco* by them).

3: But the countries to the south of us have retained Spanish as their language, while the official language of the United States is English.

4: New Mexico has both Spanish and English as the official languages. Any official notice must be written in both languages.

3: I didn't know that, but it is logical since there are so many Mexican immigrants in that state.

Brazil doesn't use the Spanish language. They speak Portuguese. Do you know how that happened?

4: I don't! I study Latin!

2: Columbus' discoveries gave Spain a claim to all the New World, but Portugal objected so strenuously that the Pope finally limited the holdings of Spain to all territory west of 45 degrees longitude. That arrangement gave to Spain all the New World except the eastern part of Brazil. So the people of Brazil speak Portuguese.

4: Haven't I heard somewhere that Spanish is pronounced differently in the New World?

2: Yes, it is. The Latin Americans use the pronunciation of the conquistadores. The Castilian pronunciation was adopted in Spain later.

1: Spanish is pronounced differently in different Latin American countries also. The pronunciation in Cuba is much softer than in any other Latin American country — just as the southern dialect of English in the United States is softer than that of the North. In many countries a double *l* is pronounced like a *y*, but in other countries *caballo* is *cabajo*. Each country has its own colloquial expressions, just as England and the United States have difficulty in understanding each other's slang. For instance, a turkey in Spain is a *pavo*, in Mexico it is a *guajolote*, and in Nicaragua it is a *chompipe*.

3: Has the contact of these Latin American countries with the United States brought some English expressions into their Spanish?

2: Baseball has brought some English words into the Spanish vocabulary. I won-

der how we could bring that into an assembly program. I wish we could put on a game.

(All players go first to the front of the stage. Then they take their places on an imaginary diamond. The following players may be increased in number and dialogue added.)

Player 1—Soy lanzador

Player 2—Soy batidor

Player 3—Soy de la primera base

Player 4—Soy de la segunda base

Player 5—Soy de la tercera base

UMPIRE: Soy arbitro. (Takes his place.)
(Bol uan!) Estrike uan!

SPECTATORS: Borracho! Quintacolumnista! Loco! Bulto!

UMPIRE: Estrike tres! Out!

SPECTATORS — Same as before. (Someone hurls a bottle at the umpire. He is knocked out and is carried off the field by the rest of the players. Spectators also exit, hurling insults.)

3: The Latin Americans seem to take their baseball as seriously as the Brooklyn fans.

1: Even more seriously, I have heard. Did you know that a few years ago just such an incident as we saw now caused two Latin American countries to sever diplomatic relations?

2: No, I didn't. It must be as exciting to go to baseball games as to go to a bullfight.

4: We haven't said anything about Latin American music. We all know and like it. We should have some of their music in the program and something about their customs.

2: Why don't we put on a courting scene in pantomime accompanied by soft Spanish music?

3: We have girls who can sing "Yours" in Spanish. That should be appropriate!

4:..... can be the girl and the chaperone. can be the boy friend.

1: The boy friend will have to talk the chaperone to sleep before he will have a chance to talk to the girl.

(While "Yours" is sung, backstage, the boy enters, asks for the girl, who enters also, and they sit in separate rocking chairs in semi-circle, the boy talking only to the chaperone until she falls asleep, then he moves his chair near that of the girl, but as he moves closer and closer, the scraping of the chair awakens the chaperone, who tells them it is time to say good-night. The girl enters the house, but ap-

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Internal Audits of Student Fund Accounts

---An Educational Opportunity

IT IS frequently assumed that the accounting for student funds automatically takes care of the auditing of these accounts. This assumption is not necessarily true. Accounting and auditing are usually thought of as synonymous terms. For this reason auditing of these accounts is often neglected.

Bookkeeping and accounting have to do with the recording of business and financial transactions. Auditing is conceived of as being an examination of books and records after bookkeepers and accountants have done their work of recording business transactions and preparing financial statements. Auditing of student fund accounts is therefore a careful and systematic examination of books of account for the purpose of confirming and reporting upon the accuracy of the financial operations of student organizations.

This distinction between accounting and auditing is extremely important; it is so important that it might well be the basic reason why schools find themselves in embarrassing situations at times. A principal feels that, since he has a very fine and possibly elaborate accounting system set up for these funds, the auditing or review by others is entirely forgotten or not considered necessary. There is a widespread feeling among superintendents and principals that the submitting of periodic financial statements by the school treasurer constitutes an audit. The meeting of this requirement does *not* constitute an audit.

More money is handled through student fund accounts than most people realize. An obligation is therefore imposed upon the schools to see that funds of this nature are properly cared for. If such funds are not properly safeguarded, it is only reasonable to assume that the handling of them will have to be taken out of the hands of principals, teachers, and students, and centralized in the hands of professional accountants and auditors directly responsible to the school board. Under this plan all monies are usually handled through the business office of the school board. A great opportunity for education has thus been lost by the schools. If schools do not wish such a change of practice to come to

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pass, they are under obligation to show that their funds are not only accounted for but are further safeguarded by adequate auditing.

Where professional auditing services are not available because of the expense involved, or for any other reason, the auditing of these accounts should not go by default. The auditing of student fund accounts can be done internally, or within the school, by a group of teachers functioning as an auditing committee, with students participating in this work. By following certain prescribed steps in audit procedure and by submitting an audit report, student funds will have been carefully verified.

Good bookkeeping and accounting for extracurricular activity funds has been integrated with the curriculum of most schools. Auditing should be similarly integrated. Students have done most of the work in raising the money used by their various student activities, and they should therefore be permitted to review the financial phases of what they have accomplished by participation in the auditing of their own student fund accounts.

In order to achieve a degree of independence and impartiality in auditing, the students selected to help with this work should not have participated in any way in the planning of income, the approval of payments, or the keeping of records. While it is entirely conceivable that the audit procedure of reconciling the cash balance as shown by the books with the balance as shown by the bank statement, would have to be performed by the teacher-auditor or faculty member of the auditing committee, there are many other steps in audit procedure which could be performed by students under the supervision of the auditors.

One of the accepted procedures in the audit of books of account is to check thoroughly the addition of all columns of figures in the books. This work can be done by students. Students could also trace

entries in the formal cash receipts book back to duplicate receipts or to other evidences of the original receipt of cash. The tracing of cancelled checks to entries in the cash disbursements book is another step in audit procedure which students can perform with educational profit. Matching authorizations for payments against the cancelled checks can be capably done by students under the supervision of a teacher-auditor.

The auditing of extracurricular activity fund accounts is an ideal "work and learn" situation which exists in most schools. This actual life situation of students dealing with real money must not be taken out of the hands of students because of financial irregularities which can be prevented by proper auditing. Administrators, principals, teachers, and students must not pass up this instructional opportunity. The educational returns are great, and they should be more fully utilized.

Our Schools Elect a President

JOHN W. MILLER

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WHEN the schools of Orbisonia definitely decided to hold a presidential election among the student body it was with four well defined goals in mind. First, to acquaint the student in detail with the machinery involved in the election of a president; second, to develop skill in parliamentary procedure; third, to demonstrate the value and justice of free speech; and fourth to develop a sense of tolerance toward peoples with different beliefs regardless of whether they be political or religious.

The first step in the project was Registration Day. All students were given the opportunity during the day designated to register with a board consisting of students representing both major political parties. Following the registration, homerooms were designated as political units eligible to elect delegates to the national convention. The homerooms separated according to parties and elected their delegates. Following this election, several days were permitted to elapse to provide an opportunity for the students to consider

likely candidates.

On a designated day, the delegates met to elect their slate. Appropriate banners and all the atmosphere of a convention possible to provide materialized. Needless to say, rivalry between the parties added enthusiasm. Nomination speeches were made and roll calls held, patterning closely the events as they developed in the national election.

On previous occasions the Orbisonia Schools have held separate rallies, but this time in the interests of tolerance it was decided to hold both rallies simultaneously from the same platform. The students gathered in the assembly and seated themselves according to party. One of the faculty advisers briefly stated that any person or party desiring the privilege to express his opinion was obligated to permit others of different opinions to express themselves also. He further stated that applause and cheers at the appropriate times was permissible but that boos or any other unsportsmanlike display would not be tolerated. Following these brief announcements the campaign managers were called to the front of the stage to determine by chance which party would present their candidates first. Following this, the faculty adviser faded from the picture, and the combined rally was in the hands of the campaign managers, who presided while their candidates made their speeches. It is needless to say that applause and cheers greeted the favored candidates, while polite silence emanated from the members of the opposing party. Genuine political posters, school bands, and the like lent a mature atmosphere to the occasion.

The final phase of the project was the secret election. An election board of students presided, a booth and sample ballots were provided, and the project was brought to a close with the counting of the votes.

On Being Practical

The late Wendell L. Willkie said of our public schools — "For a long time our society left the education of children to the individual's ability to pay. Then it made a decision which changed civilization. It decided that all children should be educated regardless of their parents' income. . . . We have left the feeding, clothing, shelter, and medical care of our children to be determined by their parents' income alone. It hasn't worked and can never work. . . . No wage or income based upon the value of the economic contribution of the individual can ever be made to take into proper consideration the needs of his dependents."

An Assembly Program by a Namesake

A LIVELY, original assembly was presented at Roosevelt High School, on October 27th, the birthdate of Theodore Roosevelt, by boys of the 7th, 8th, and 9th grades. Since it is particularly difficult to plan pupil participation for an assembly of this kind, and since many schools annually observe the birthdate of the person for whom the school is named, it was thought that interest in this report might be quite general.

The factual material was based on the life of Theodore Roosevelt, which was divided into ten parts. One boy was responsible for each part. The length of these narrations was from two hundred to three hundred and fifty words.

To illustrate nine parts, the art department drew one crayon picture for each. Two sheets of 24" x 36" newsprint taped together, beneath, made each picture 36" x 48", the largest that could be devised from available material. These were clamped together on a large easel and turned over the top, and back, as each episode was told. Fifty pupils drew these pictures during the preceding month. They showed keen interest in planning the illustrations, all the while pursuing the facts concerning Roosevelt with genuine interest and purpose.

The ninth episode had no picture. It was clarified by the presence, on the stage, of the bound volumes containing the writings of Roosevelt. These were borrowed from our school library.

To bring the pictures, and sober facts we wished to bring out together, we tried a "light" approach, relying upon humor to gain attention and hold it. Five of the younger boys were detailed to carry this load. They did it with spontaneous enjoyment. The result was a well-rounded, worthwhile assembly which entertained as it instructed. The text of all but the narrations follows.

Curtain opens upon an empty stage, except for turned-over chairs (right), cartons, clothes, toys, papers in disarray (every where), books on table (left). A large easel turned away from the audience (center).

A enters from left — looks dismayed, starts picking up papers.

B enters from left.

B: Hi, what are you doing?

A: I was sent to see that the stage is

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Cedar Rapids, Iowa

ready for the assembly this morning.

B: Doesn't look very ready, does it? Who left this place like this?

A: Never mind who left it that way. Give me a hand. We haven't much time. (Boys start moving things.)

B: You take the chairs off. I'll tend to the floor. It looks terrible. How about a broom? I'll take these things out on my way, too.

C, D, and E enter.

C, D, E: Hi, what are you doing?

A: You could help. There's an assembly in just a few minutes, and there's plenty to be done.

C: Why don't you get a janitor?

A: Janitors don't leave things this way. Besides, they have enough to do. If you have any school spirit, you'll pitch in and help.

C: O.K. Come on fellows. Do we take the piano off too? (Go toward piano.)

A: I don't think so; they might want to have some music — but let's get this other stuff all out. (B returns with broom and starts to sweep.)

E: Why don't you get a girl to do that?

B: Why should I? I can sweep. I'm not helpless am I? (Hits E with broom.)

This is a signal for the ten narrators to enter (left). They are absorbed in studying notebooks, pay no attention to five boys who start a riotous clean-up of the stage, noisily whistling and banging things about. Four boys sit on two chairs at right, scrambling for places. Others stay at left — some at the book table, some at the piano.

D: What's this easel up here for? (Drags easel to front of stage.)

B: That belongs in the art room. We better take it down.

C: Which art room?

B: I don't know. We'll find out.

D: Look at the pictures — who is that? (Turns easel so audience can see.)

PICTURE ONE — HEAD OF ROOSEVELT

C: Looks like Teddy Roosevelt to me — not a portrait, just sort of a sketch.

E: That's good — bet you couldn't do

as well as that.

C: Maybe not. Who did it?

E: Someone in the 8B class.

C: He's pretty good. But why does he spend his time drawing pictures of a man who isn't even living?

E: We've been spending time on Theodore Roosevelt in several classes lately. Today is his birthday, and of course we are interested in him because our school is named for him.

D: (Looks under first picture.) There are more pictures underneath. Let's look at these pictures!

(E and C turn pages on easel.)

PICTURE TWO — HOUSE, BIRTHPLACE OF ROOSEVELT

D: That house is too tall for its width. Whatever is it meant to be?

C: I don't think so. I think it is one of those houses built in a row like stores are. In a city those are fine homes, sometimes —

NARRATOR: It was in this fine brown



stone house in New York . . . etc.

PICTURE THREE — COMMON BIRDS AND INSECTS

E: Hmm — birds and bugs — that is a change. That can't have anything to do with Roosevelt. He was a *big game hunter*.

NARRATOR: Not only was he one of the foremost American experts as to "big game," but he made a specialty of bird lore. He became intimately acquainted with . . . etc.

PICTURE FOUR — MAN ON BUCKING HORSE — ELKHORN LODGE IN BACKGROUND

B: A ranch man. If these pictures are all about Roosevelt, where does this ranch man come in?

NARRATOR: In the fall of 1883, Mr. Roosevelt bought a ranch on the Little Missouri . . . etc.

PICTURE FIVE — ROOSEVELT IN ROUGH RIDER UNIFORM AND ON A HORSE

C: A horse again —

D: A funny looking hat!

E: I know. That is a Rough Rider uniform.

NARRATOR: Roosevelt's Rough Riders were a regiment of volunteers made up of . . . etc.

PICTURE SIX — MAP OF CANAL ZONE

C: The Panama Canal Zone —

A: Roosevelt didn't live down there, did he?

D: No, but he was the person whom we can thank for having a Panama Canal right now.

NARRATOR: Undoubtedly the most notable and widely beneficial achievement . . . etc.

PICTURE SEVEN — CHAIR SLIPCOVER — CHILDREN'S ARMS, LEGS, EMERGING ON ALL SIDES

C: What could that be?

E: I don't understand that one at all.

NARRATOR: I read something in a book called "White House Gang" that might relate to that picture . . . etc.

PICTURE EIGHT — JUNGLES OF AFRICA

B: A circus.

D: A jungle.

F: Maybe Africa. Those are African animals. Anybody know for sure?

NARRATOR: I know about his hunting. Colonel Roosevelt had many exciting adventures . . . etc.

NUMBER NINE — NO PICTURE — ROOSEVELT VOLUMES

A: Give me a hand with this pile of books. Can't have these cluttering up the stage.

B: Look; this one says "The Hunting
(Continued on page 279)

Is Your Guidance Program Adequate?

OBVIOUSLY, a good guidance program in a secondary school should center its attention on developing the student so that he will have a well rounded personality, taking into consideration his individual differences. This means that the program must give serious attention to his mental and physical health. Other phases of guidance to be considered are the aesthetic, social, leisure time, educational and vocational interests.

The principal of a school and those directing a good guidance program should know the needs of the students in their community. It is necessary to utilize every facility that the school system and community provide to carry out this program. In Gary, for example, we co-ordinate and make use of the Board of Education, superintendents, department directors, principals, teachers, students, and maintenance people. We are especially fortunate to have a school physician, a dentist, oral hygienist, psychologists, and attendance officers. We have special teachers for sight-saving lip reading, corrective physical education, and visiting teachers whose services should be understood and put to use.

Such outside agencies as the home, church, parent-teachers organizations, advisory councils, county welfare department, state employment bureau, Y.M.C.A., Y.W.C.A., scout leaders, industrial and business personnel, college and university personnel, etc., should be asked to assist.

Through practice it has been found that a formal group guidance or orientation course can be used efficiently in the 9B grade. In this course emphasis is placed on attitudes, personality and character development, social practices, and educational and vocational information. High School terminology is explained to the freshmen. In this course information is given on the school's curriculum, extra-curriculum, records, rules, regulations, and traditions.

Every 9B student should have a tentative four-year plan sheet worked out with and for him. This is done on the basis of test data, health, scholarship, attendance, work experience, citizenship, and personality records. A letter from home or a conference with the parent is always help-

ALLEGRA NESBIT

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Lew Wallace High School
Gary, Indiana*

ful. When completed, one copy can be filed in the student's folder in the office and the other given to the home room adviser for revision when the need arises.

The home room period is an excellent one for group and individual counseling. The program for a senior group should, of course, vary from that for a freshman because of wide differences in interests and needs.

An important part of any effective guidance program is an efficient record system. The home room adviser, assisted by an office clerk, should be responsible for keeping the student's accumulated record up-to-date. The test record, credit points, grades, scholarship index, and rank in class are important elements of this cumulative sheet or folder. Records should contain accurate and unbiased data on home conditions, progress in student's personality and character development, work experience, vocational and educational interests, health status, and war status. Such a carefully prepared record is essential to good counseling. It is also needed for work recommendations, scholarship, and war services.

The extracurriculum is built on student interests. The student-to-student and student-to-teacher relationship manifested in this program are important. The opportunity for this relationship is given in club work, auditorium, student council, the four class organizations, and the boys' and girls' clubs, of which all high school students should be members.

The time utilized for war counseling for the past three years has overshadowed some other phases of the guidance program because of the expediency with which it has had to be handled. Now the schools are facing the problem of counseling ex-service boys and girls. The type of approach that a school uses should be carefully planned. Is it? The counseling of these young people is going to take well trained counselors and must be given immediate serious consideration.

Every school should evaluate its own

guidance program, keeping in mind the need for a sympathetic administration, an understanding faculty, and an efficient cumulative record system. Once a school has these it should provide more time for individual counseling. Perhaps our great-

est need in guidance at this time is more individual counseling by trained people who understand the importance of developing a well rounded personality and who know how to use the facilities which we already have.

A Western State Holds a Summer Band Clinic

HERE at the University of Wyoming, we held our first band clinic from August 14 to 27, 1944. Although the idea of bringing Junior High and Senior High School student musicians together for a short period of study is not new, it was new to Wyoming, and it proved to be a very successful venture. This type of activity probably started with the National Music Camp located at Interlocken, Michigan, and it has been spreading to many other states the last few years.

Since Wyoming is sparsely settled and the location of the University is a great distance from many communities, it was a big undertaking to start such a project, especially in wartime. The real need and desire for more specialized guidance in instrumental music on the part of many pupils seemed to overcome any difficulties we might have had in starting the clinic, however.

The clinic was held late in August so that it would not interfere with summer jobs. Another reason for the lateness of the date was that it brought the clinic close to the opening of the regular school year so that the activities and knowledge gained would carry over to the music program in their own schools. We found that many of the best musicians came from the smallest communities, and that these pupils were very grateful for the opportunity to spend two weeks on a university campus studying music. Also, due to war conditions, many small towns found themselves without instrumental music instructors. This was an added incentive for many students who wanted more specialized training.

Ninety-four students attended the first clinic, and the ages ranged from twelve to seventeen. Outside of recommendations from teachers and parents, the only prerequisite for attending the clinic was one year's work on a band instrument. Of course, this was not a high requirement,

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but it seemed to be satisfactory. A few of the students were exceptionally skilled on their instruments, but the majority were students who had not advanced very far. These latter students were none the less determined to improve themselves. There were students from seventeen towns represented, and the distance traveled was from fifty to four hundred miles. The girls and boys in attendance were about equally divided, an unexpected factor, since we had expected many more girls than boys.

The big problem of organizing the clinic was in finding suitable personnel for teaching and guidance. The problem was finally solved by using several different sources of experienced personnel. For the teaching, we used some of the regular university faculty, some high school music instructors who were studying on the campus, some advanced students of the Division of Music in the University, and one guest instructor from out of the state. A Dean of Girls was hired especially for the two-week term, and the boys were under the direction of a graduate student and his wife. A manager or general handy man (also a graduate student) was appointed for the two weeks in order to coordinate the affairs of the clinic and help students with such problems as locating buildings, lost articles, etc.

The aims and objectives of this clinic were very simple. We wanted to give talented and worthy students in the state of Wyoming a chance to get some much needed musical experiences through group activity. Perhaps an important outcome or sub-objective of the clinic might be classed as a social experience, since the association in a large group such as a band or orchestra has always been a valuable

social experience for young and old alike.

Before the students left the clinic, we did our best to impress upon them that the work they did during the two weeks should not give them a superior attitude toward the other musicians in the school who were not fortunate enough to attend the clinic. We tried to impress upon them that they should use the knowledge and experience gained to help and to encourage the other students.

The program for the two weeks was set up with a very intensive schedule in order to accomplish as much as possible in such a short period of time. The first hour in the morning (eight to nine) was scheduled as sectional instruction, and every section (such as clarinets, cornets, trombones, etc.) was under the direction of a specialist on that particular instrument. From nine-thirty to eleven, the full band met, and every student was a member, regardless of the amount of skill he possessed. The best available concert music was studied, and emphasis was placed on tone production, phrasing, etc. From eleven to twelve, the students were free to select activities of their own choosing, such as dance band, small ensembles, and private lessons, with the various instructors.

From one to two, everyone attended a music theory class. Two such classes were arranged according to the previous study of the student. Usually the students who had no piano study were placed in the beginning class. This was not music theory in the ordinary sense, since the study included some listening and discussion periods of recorded music, as well as fundamentals of music — scale construction, chords, etc. The students seemed very enthusiastic about this activity, even though we did not have time to cover a great deal. It was more of an introductory course to music, and opened up many new possibilities for a great many students.

The full band met again from two to three, and from three to four was another elective period for private lessons, drum majoring, baton twirling, etc. From four to six we tried to call a halt to work, and scheduled recreation such as swimming, tennis, etc. We found, however, that many students spent the free time in making music for themselves. This consisted of anything from a large "jam session" to duet playing and practicing.

The evenings were filled with programs by the students themselves, special concerts by guest artists, university concerts,

and dances. On two occasions special dances were held for the clinic students, and the clinic dance orchestra performed. Of course, the big feature of the clinic, which was certainly only a means to an end, was the two concerts presented by the band at the end of each week. Another program was made up of solos and ensembles that the students had been studying while attending the clinic. Probably one of the most entertaining programs was an amateur stunt program prepared by the students, which had everything from an acrobatic dance to a short play. Here we found students from different communities teaming up to form an act of some kind.

After the clinic was over, the faculty all felt that the aims and objectives we had set up were more than realized in many ways. Even during the two weeks, there was a noticeable improvement in the technique and skill of the individual student as well as of the group as a whole. The most noticeable change came about in the attitude of the students concerning the benefits of the clinic. Most of those attending felt that they now had a better understanding of music and a desire to make music a more significant part of their daily living, not necessarily to become professional musicians, but simply to realize that good music with some study can be a real pleasure.

The thrill of association with other and new people proved to be a very exciting experience for many students, especially those from the smaller communities. Matters of discipline were practically lacking, for everyone was too busy to get into any kind of trouble. Out of the ninety-four students, only one failed to take complete advantage of the opportunities at hand.

Probably the success of the clinic was due directly to the need of such an activity in Wyoming. Enthusiasm was present everywhere among students and faculty alike. Perhaps this type of group work is not needed so much in larger communities and more densely populated areas, but Wyoming will have a definite need of it for some time to come.

The drama is a medium through which America must inevitably express its highest ideals. When it can be used to get people to express themselves in order that they may build up a bigger and better community life, it will have performed a real service to society.

—Alfred G. Arnold

Improve the Editorial Page

HIGH school editorial pages are classified easily. They are good, bad, and indifferent. A few are good, many are bad, and more are indifferent — with little to praise or condemn.

The good editorial pages stand out. They show what can be done in five or six columns to influence and entertain readers. They prove that no such page needs be an intellectual Sahara.

The editorial page is so-called because editorials usually appear on this page. And often the editorials consist chiefly of unread matter extending from the masthead to the bottom of the column. Who reads them? Too often only those who write them and the printer and proofreader.

If editorials aren't read, why print them? The answer to that is easy. They will be read if they are written — not to fill space — but to interest the readers. But this kind of editorial can't be dashed off at the last minute.

Indeed, one good editorial is better than any number of mediocre editorials. But it isn't necessary to run one in every issue. Substitute a guest column, a symposium, a pro and con discussion, an interpretative article.

Nor should the staff monopolize presentation of opinion. Vitalize the letter column. Let the inquiring reporter ask questions worthy of good answers. Conduct a few polls each semester.

Consider articles or columns on guidance and personal problems. Etiquette and style, for example, offer possibilities. Sponsor a series of articles on post-war vocational opportunities or on nearby colleges graduates may attend.

Too often reviews are overlooked. The well-balanced paper, however, should examine current books and movies — plays, concerts, exhibits in large cities. Nor need reviews of books be academic or stodgy any more than those of movies need to be superficial and inane.

Many school newspapers do a better job of entertaining than influencing. However, many still tolerate stale jokes, scandal columns, childish features. And some also reprint popular songs without permission of copyright owners.

Perhaps the most vicious material published is the scandal column. Many lazy staffs admit that gossip adds nothing to the paper's journalistic or educational

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value, but they plead that readers demand poison pen copy. To be sure, there are always some people — adults and adolescents — who enjoy this sort of thing. Mature and sophisticated persons, of course, do not. Moreover, an alert staff can provide something much better.

Unquestionably, the school paper can print personal items. But news about individual students does not consist of rumors, guesses, insinuations. Indeed, a few newspapers print an unusual number of personal items — but no gossip.

Varied features, of course, are desirable. It is unwise to use the same combination of features in issue after issue. Yet quite frequently feature editors observe a set formula on both content and makeup.

Consider, too, the possibilities in creative writing. Casual essays, short short stories, and poetry of merit may be featured frequently. Often the English department will co-operate in selecting outstanding work.

It is a wise policy to conduct reader surveys of the feature pages. Findings of such studies plus recommendations of judges of critical services often are of great value. And it also is desirable for the feature staff to be self-critical.

Makeup as well as content is important. Better display of editorials and features is possible when the masthead is put at the bottom of the page. If the budget permits, frequent use of line cuts and photographs also helps.

Perhaps one of the hardest things for amateurs to learn is that a good feature is better when rewritten. Spur of the moment ideas tossed together in a mad scramble for deadlines usually fall flat. Hence, preparation of editorial and feature content should be scheduled so there is plenty of time for rewriting.

Editorial pages whether good, bad, or indifferent, can be better. Proof of this is to be found in some of the remarkable pages produced by amateur journalists. These should inspire other students to make the most of their opportunities.

Editor's note: "Improve the Sports Page," by Laurence R. Campbell will be published next month.

Yankee Doodle's Hat

A Program Presented by
an Elementary School

YOU would have seen democracy in action had you visited our building during the preparation of the program "Yankee Doodle's Hat." A child representing each room from the third to the sixth grade inclusive, plus a scribe from the sixth grade, formed a steering-advisory committee, meeting frequently with the principal and a teacher to plan, consult, advise and decide, according to the immediate need.

At the first meeting the question was presented: shall we have a school program? If so, shall we use a ready-made operetta or make up our own? The committee members took these questions to their rooms for a vote and brought back to the second meeting their rooms' decisions. Yes, we should have a program which we ourselves should make up. In notebooks provided to each child they listed a series of program-theme possibilities such as festival, seasonal, patriotic or international. They brought to the third meeting the results of the room discussions, and found the majority chose an international theme. How should this theme be developed? After many suggestions from each member of the committee, the idea of a hat blowing around the world was the most acceptable. They decided that each room could portray one country where the hat touched. The committee listed the most colorful countries and had the rooms vote on the first, second, and third choice. Fortunately nearly every room had a different first choice. Though not represented on the committee, the kindergarten, first, and second grades participated too. Each room was to work out its own idea, keeping in mind that all were to have episodes as authentic as possible and that they were to stay within the five-minute time limit.

RUTH K. MOYER

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The writing of the script was a co-operative matter. The committee outlined the plan, and when the teacher presented the first draft, the children criticized and changed details which seemed important to them. They supplied phrases and expressions natural to children. The following committee meetings were filled with more routine matters, such as practice schedules, progress of plans, materials needed, and storage of properties. In the last rehearsal days, regular classroom work was suspended.

What outcomes justified this deviation from formal school routine? As each



Dancers on the Program for Mexico

class worked out the songs, dances, costumes and scenery, the children gained a wealth of information and appreciation of the country in question. Should you want to pigeon-hole the learnings, you could say that looking up material was *reading*, understanding the customs and habits of the people was *social studies*, learning the songs and dances was *music*, preparing the scenery, and costumes and properties
(Continued on page 270)

Assembly Programs for April

Variety is a basic principle of good assembly program making. There should be variety in the kinds of programs offered and in the methods of presentation. If programs are too much alike or do not contain elements of surprise and the unusual, students are almost certain to lose interest. Jordan says: "The first principle in a successful assembly program must be that it contain some element of the unexpected. Just as soon as the school learns to expect a routine sort of meeting, just so soon does the effectiveness of the assembly as a vital force in the school begin to drop. Thus variety becomes important."

April has many events and special days which offer opportunities for developing programs which contain enough variety to hold the interest of students. Among the birthdays of great men in April are: Washington Irving, April 3; Thomas Jefferson, April 13; William Shakespeare, April 23; and James Monroe, April 28. Events for special observance during April which are sometimes used as the basis for assembly programs are: Easter; Army Day, April 6; Pan American Day, April 14; Arbor Day, April 22; Audubon Day, April 26; and Boy and Girl Week, April 24-May 1.

PROGRAMS FOR EACH WEEK IN APRIL

In order that schools may vary the types of programs to be presented in April, outlines for eight assemblies are given below. By selecting the four which are most appropriate for particular schools and supplementing the ideas with those of the assembly committee and groups in charge of programs, enough variety should result for the holding of student interest. The programs suggested are: First week, a program for the observance of either Army Day or Easter; second week, a program for either Jefferson's birthday or Pan-American Day; third week, an Arbor Day or Future Farmers of America program; and, fourth week, a Boys and Girls Week assembly, or a program to introduce the high school to the freshmen who are expected to enroll the following September.

In some instances the assembly committee may find it better to have one program for the observance of two or more of these events. The theme suggested for emphasis in the programs for April is: "Co-operation for a better world." The idea of co-operation in building a better world can be featured in almost any assembly and is particularly suited to programs of the nature outlined below.

FIRST WEEK

Easter. An Easter assembly, held on Good Friday, is a traditional activity in some schools. The following program was sponsored by the Girl Reserves and Hi-Y Club of Miami, Oklahoma, High School. It was planned to carry out the theme: "Greater love hath no man than this, that a man lay down his life for another."

Orchestra—"Adagio Pathetique"—*Godard*.

C. C. HARVEY

Nyssa Public Schools
Nyssa, Oregon

Chorus and Orchestra—"Unfold Ye Portals," from "The Redemption"—*Gounod*.

Choral Reading—"Ninety First Psalm"—Senior group.

Prayers—Two senior boys.

Reading—"Lead, Kindly Light"—Girl.

Chorus—"The Lord's Prayer."

Reading—"There Is No Death"—Girl.

Solo and Chorus—"O Lord Most Holy."

Talk—"Easter Customs"—Boy.

Girls' Glee Club—"Lift Thine Eyes" from Mendelssohn's "Elijah."

Reading—"Crossing the Bar"—Boy.

Solo—"How Beautiful upon the Mountains"—Boy.

Reading—"The Resurrection"—Girl.

Army Day. April 6, observed as Army Day, was the date of the declaration of war against Germany when the United States entered the first World War. It seems fitting that this year high schools might develop an assembly program to honor their former students who are serving in this branch of the armed services and to focus attention on problems of national security. The following outline might be suggestive to schools in arranging an Army Day assembly:

Patriotic Selections—School Orchestra.

Introductory Talk—"The History and Significance of Army Day"—Student.

Short Talks:

"Our Armies Fight to Preserve American Ideals"—Student.

"Greetings from the Army"—Army Officer. (If possible, this should be a former student.)

"Experience in Action"—Army Private. (If possible, former student.)

"How the Army Looks After the Health of Its Men"—Student.

One-Act Play—Dramatic Club. (A play should be selected on a theme appropriate for the occasion.)

Talk—"Educational Opportunities in the Army"—Teacher.

Panel or forum discussion: "Should a year of military training be required of every young man?" "What kind of plan should our government adopt to try to prevent wars in the future?"

The program might be concluded with an appropriate ceremony to honor former students now in the armed services, Salute to the Flag, and selections by the school orchestra.

SECOND WEEK

Jefferson's Birthday. Thomas Jefferson, born April 13, 1743, had a great influence on American philosophy of government and life. An excellent

¹Jordan, R. H., "Extra-Classroom Activities in Elementary and Secondary Schools," New York: Thomas Y. Crowell Company, 1928, p. 63.

program could be worked out on his ideas and creed. Its purpose should be to increase student understanding of the principles which Jefferson expounded and for which we fight today. The following outline might be useful in planning the program:

Selections—School Orchestra.

Introductory Talk—"Jefferson's Creed: A Creed for Today"—Chairman.

Student Talks on Parts of Jefferson's Creed:

- (a) "Freedom of Speech."
- (b) "Religious Freedom."
- (c) "Public Education for All."
- (d) "Bill of Rights."
- (e) "Trust in the People."

Open discussion on the following question: "If you were to be given an opportunity to interview Jefferson, what questions would you want to ask him?"

Talk—"Thomas Jefferson, Architect of Democracy"—Guest Speaker.

Salute to the Flag—Assembly.

"Star Spangled Banner"—Assembly.

Pan-American Day. April 14, Pan-American Day, is particularly appropriate for an assembly. It has been said that the work of the Pan-American Union offers a blueprint for a world-wide organization to maintain peace and promote friendship among all nations. If the high school has a Pan-American Club or a Spanish Club, one of these groups would be the logical sponsor of the program. The following Pan-American Day Program, presented April 14, 1943, by the Spanish Department of Sullivan High School, Chicago, might be suggestive of the kind of program which could be developed. Other ideas may be secured by writing to the Pan-American Union, Washington, D. C.

Salute to the Flag—Assembly.

"Star Spangled Banner"—Assembly.

Talk—"Pan American Day, Its Origin and Meaning"—Valerie Kohn.

Parade of the Flags of the Twenty-one American Republics.

Greeting Song—"Saludos Amigos"—Chorus.

One-Act Spanish Comedy—"Enrique Val Los Estados Unidos"—Spanish Club.

Song—"Chiapanecas"—Jacqueline Glessner and Chorus.

Dance—"Chiapanecas"—Alice Levy, accompanied by Iola Grabau.

Song—"Quierme Mucho"—Jacqueline Glessner and Chorus.

Solo—"La Colondrina"—Lorraine Fortunato.

Dance—A Rumba Tap—Mildred Jacobson.

Finale—"Hasta La Vista"—Ensemble.

Chorus—Symphonic Choir Members.

THIRD WEEK

Arbor Day. April 22 is the date Arbor Day is observed in most states, but in a few states the day is designated by a proclamation of the governor, or by the state board of education. Arbor Day is observed widely in both elementary and secondary schools with programs and by the planting of trees. A procedure followed in many schools is for a science class to serve as sponsor

of the program. The following outline might prove helpful in developing an Arbor Day assembly:

Salutation to the Flag—Led by Scout.

Selections—School Orchestra.

Introductory Talk—"The Importance of Arbor Day"—Chairman.

Songs—"Trees" by Kilmer; "Farewell to the Forest" by Mendelssohn; "The Green Cathedral" by Hohn—Glee Club.

Short Talks by Students:

"The importance of our forest and lumber resource."

"The part forests have played in American history."

"The place of trees in civilization."

"The World's greatest lumber region."

Topics for open forum discussion: "What has been the policy of the United States toward its forests?" "Why is this policy changing?" "What are the enemies of trees and how can we protect forests from them?" "What part have forest resources played in the war?"

Demonstration—"How to Tell the Age of Trees", "Tree Identification", or "Products Made from Trees"—Science Class or Club.

Song—"America, the Beautiful"—Assembly.

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organizations found in our schools are the 4-H Clubs and Future Farmers of America. Both organizations are active in community projects and carry on many activities which give students practical experiences and teach them to assume responsibility. April seems an appropriate time for one of these groups to present an assembly program. The following is a description of such a program which was presented by the chapter of the Future Farmers of America at Sedan, Missouri, High School.

The purposes of the assembly were: (1) to give the student body some insight into the work of the Future Farmers, and (2) to illustrate methods of parliamentary procedure in ways students can understand. Some humor is injected into the program by the type of motions made and the nature of the discussions, but at all times the procedure is kept in proper order by parliamentary methods. The program follows:

All FFA members on stage in regular meeting form.

Presentation of Colors.

Pledge of Allegiance—Led by President.

Meeting opened in regular form.

Routine business conducted in regular parliamentary form.

A demonstration of a project is given by a committee.

Chairmen of committees working on projects make reports.

A discussion is held on how to tackle certain

problems.

A future program is suggested by a member, discussed, and appropriate action taken.

The meeting is closed by the proper parliamentary method.

FOURTH WEEK

Preview of High School for Future Freshmen.

Due to the fact that the last month of the school year is crowded with many activities it is better to hold the assembly for the students who are expected to enter high school the following year in April. The purpose of this program is to make the transition from grade to high school less difficult. Many high schools find such a program exceedingly helpful. The description of how it is done at North High School, Sheboygan, Wisconsin, should be helpful in planning a program of this kind.

Each year two representatives of the student council visit the grade schools which send pupils to the high school. They discuss for the future freshmen the following topics:

What it means to be a student at North High.

What the high school offers:

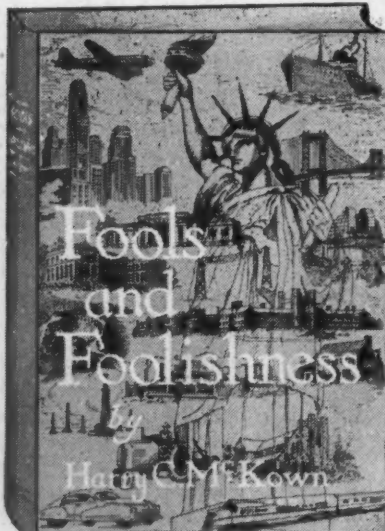
- (a) Courses—requirements, electives, etc.
- (b) Activities—clubs in school, and outside activities.
- (c) Student participation in school government.

What it costs to go to North High.

Why it is wise to begin planning early for high

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school.

A copy of the handbook is presented to each prospective member of the next freshman class, and important items indicated and explained. A question and answer period follows and subject and activities sheets left with each eighth grader to be filled out later. They are given an invitation to attend a special assembly to be presented in their honor at the high school auditorium the following week. Its purpose is to demonstrate how freshmen fit into high school life. The following is an outline of one of the programs:

Chairman—A freshman pupil who achieved success in forensics.

Address of Welcome—President of the school's governing body.

Patriotic Selections—High School Band.

Ten-minute Play—Freshman Dramatic Club.

Talks—"Tips to Future Freshmen by Today's Freshmen"—An outstanding boy and girl from the Freshman Class.

Musical Selection—A freshman who achieved success in music.

Skit—"What to wear and what not to wear at high school"—A group of freshman boys and girls.

Special Message—High School Principal.

Popular Selections—High School Band.

Boys and Girls Week. A program such as the one described above would correlate nicely with the observance of National Boys and Girls Week, which is carried out in many schools during the last week in April. However, if schools desire a program more in line with the objectives of this Week, the following might be used as an alternative. Additional ideas and specific materials may be secured from the Committee for National Boys and Girls Week, 35 E. Wacker Drive, Chicago, Illinois.

Chairman—Head of the Local Boys and Girls Week Committee.

Group Singing—Led by Music Instructor.

Introductory Talk—"The Purpose of National Boys and Girls Week"—Chairman.

Short Talks by Students:

"How Boys and Girls Serve the School."

"What Boys and Girls Have Done to Improve the Community."

"The Part Played by Boys and Girls in Winning the War."

Short Student Essays:

"Problems of Boys and Girls Today."

"The Wise Use of Leisure Time."

"The Value of Work Experiences."

Forum Discussion: "How can the school and home help boys and girls meet new responsibilities?" "What are some worthy life goals and why should they be developed during high school?" "Why is the nation so concerned over the rising rate of juvenile delinquency and how can it be curtailed?"

Musical Numbers—Given by talented boys and girls in the school.

Salutation to the Flag—Led by Scout.

REPORTS OF ASSEMBLY COMMITTEES

Olney High School, Philadelphia. Our assemblies are built around the idea of pupil participation. This means that clubs such as science, commercial, current events, debating, art, together with organizations like bank, orchestra, chorus, etc., constitute about one-half of the programs. The remainder of the programs are mostly special occasion assemblies.

There are occasional travel talks by members of the faculty, with motion pictures. The semi-annual dramatic production is advertised by a preview to stimulate interest. Departments provide special programs, particularly the Physical Education and Music departments. Gym stunts, dancing, varied musical presentations, and demonstrations are often featured. Thus you will note the varied program and the emphasis upon pupil activity.—**RICHARD M. HOLME**, Chairman, Assembly Committee.

Washington Gardner High School, Albion, Michigan. One of our best assemblies is held for the purpose of initiating new members into the National Honor Society. This is a colorful ritual designed to acquaint students with the four cardinal principles of the Society—Scholarship, Leadership, Service, and Character. Other programs which have been outstanding are: The ninth grade honor assembly, the senior farewell program, a demonstration program based on good manners, original plays presented by Girls' A

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Club and Boys Hi-Y, Pan-American assembly, open forums, and outside speakers.—Mrs. R. C. Hicks, Chairman, Assembly Committee.

Campus Laboratory School, Southern Illinois Normal University, Carbondale, Illinois. Our assembly committee has representatives from every club in the school. Luncheon meetings are held by the committee, and the assemblies are actually planned by the club representatives. Over half the students enrolled appear on programs during the year and others assist with the presentations in various ways.

One factor in the success of our assemblies is the work of the school newspaper. Programs are planned in advance and stories about them published so as to arouse interest and create suspense among students. We find spelling bees, quiz programs, plays, musical and literary programs, physical education demonstrations, and movies interesting and worth-while.—EVELYN D. RIEKE, Assembly Committee.

Napoleon High School, Napoleon, Ohio. Many of the most successful programs of the last several years have been written by students of the speech class. Some of these were: Pantomimes depicting individuals, classes, or perhaps satirizing conduct in the assembly or study hall; Dramas based on current song hits; Imitation of popular radio programs; Novelties of various types centered around the accomplishments of students such as baton twirling, tap dancing, etc.—JOHN L. JOHNSON, Head of English Department.

Thomas Jefferson High School, Council Bluffs, Iowa. Two of our assemblies, both of which emphasize information and permit the entire school to participate, might be of interest to others. First, the one we call the "Best Informed Student Contest." A contest is held among the homerooms to select the ten best informed students in the school. A wide variety of questions are used and the contest is carried out according to specific rules. The ten best informed students appear in the finals, conducted as an assembly, and the best informed student of the school is chosen. The other which we think has special value is the "Spelling Contest." It is conducted in the same way as the "Best Informed Student Contest."—DORON L. WARREN, Auditorium Director.

Denfield High School, Duluth, Minnesota. The two programs which start our assembly schedule are a "work" and an "extra-curricular" program. Later we have a program for the induction of student officers, a one-act play contest, assemblies for courtesy and guidance weeks, patriotic programs for special days, a style show and a physical education program in the spring, and an occasional pep assembly. The last two programs of the year consist of an awards and senior assemblies. Last year the senior class had a "Kid Day." They dressed like children and held a rather humorous assembly in keeping with the idea.—HELEN J. THOMPSON, Activities Committee.

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News Notes and Comments

An interesting new publication which offers an answer to the question, "How can we combat juvenile delinquency?" is *Handbook for Guardians of Camp Fire Girls*. 170 pages. 60 cents. Camp Fire Girls, Inc., 88 Lexington Ave., New York 16, N. Y.

Two new leaflets in the U.S. Office of Education Series, *Planning Schools for Tomorrow*, are just off the press, according to a recent announcement by John W. Studebaker, U. S. Commissioner of Education.

Teamwork in the School Activity Program

When official representatives of thirty-five State High School Associations gathered in Chicago for the 1945 National Federation meeting, a new state representation record was set. Delaware, New Hampshire and Vermont memberships raised the total to forty-three states plus the province of New Brunswick, Canada. Seventeen thousand high schools with 4,000,000 students are in the group.

Growth in strength and efficiency of the state and national high school organization is a vital factor in keeping the school athletic and activity program progressive, orderly, and properly integrated with other school essentials. By teamwork which organization makes possible, the school leaders, themselves, rather than pressure or promotional agencies, have directed policies and practices in the interests of the whole school. Pitfalls which would accompany unlimited exploitation have been avoided.

Foresight and courage have made the school athletic program a respected foundation on which can be built the urgent and inevitable nationwide program which will give each student the benefit of participation and the opportunity to build a degree of physical fitness commensurate with his capacity for it.—*Michigan High School Athletic Association Bulletin*.

Convention Cancelled!

The Columbia Scholastic Press Association has cancelled its Twenty-first Annual Convention, scheduled for Thursday, Friday and Saturday, March 22, 23 and 24, in compliance with the request of the Office of Defense Transportation, dated January 5, 1945.

With the Convention of 1945 definitely cancelled, CSPA has begun to make plans for a "Convention by Mail," which will give school publications workers the opportunity to get at least some of the values that would have been possible in an actual Convention.

The American Red Cross has again called for help in their War Fund Campaign, which will be held in March, 1945, to finance another year of Red Cross activity on behalf of our fighting men on the battlefronts, in the hospitals and back

home as ex-service men.

Motion Picture Idea Contest For High School Students

What pressing and persistent problems in American life today are most in need of analysis, definition and clarification through the vital and dynamic medium of the educational motion picture? This is the question being put to the high school youth of America by the Commission on Motion Pictures of the American Council on Education.

The Commission is seeking answers to this question through a Motion Picture Idea Contest. High school students are being asked to submit their ideas for educational motion pictures in the form of brief synopses. Contestants may submit synopses dealing with any problem which seems to them to be of paramount importance. Problems dealing with civil liberties, race relations, intolerance, immigration control, relations between employers and employees, isolationism, world peace, malnutrition, crime control, unemployment, housing, taxes, planned economy, pressure groups and propaganda are typical of the many phases of American life which might lend themselves to the medium of the motion picture.

For further information write to Commission on Motion Pictures, American Council on Education, Yale Station, New Haven, Connecticut.

Journalism Syllabus

This comprehensive outline, for use on the several educational levels, is a project of advisers to student publications, a committee of Columbia Scholastic Press Advisers Association.

It is School Publications Series No. 10, issued by Columbia Scholastic Press Association, 202 Fayerweather Hall, Columbia University, New York City; paper covers, 152 pages, 26 units, with appendices; price \$1.25 to CSPAA members, \$1.50 to non-members.

"What's Cookin' in the Victory Corps" is an illustrated bulletin issued by Merrill High School, Merrill, Wisconsin.

Because "every delinquent boy or girl is a glaring symbol of neglect" by home, church, school, and community, the National Congress of Parents and Teachers has drawn up a plan for action to prevent juvenile delinquency through juvenile protection. These proposals are contained in a booklet, "Juvenile Guidance — A Plan for Action," which has just been issued by the committee on Congress publications.

Growth of Six-Man Football

According to figures released by the enterprising Maryland Six-Man Football Association, making weekly press releases of data on the

game, Six-Man Football has already surpassed swimming, golf, boxing and wrestling as an interscholastic sport in American schools.

Originating in Nebraska in 1934 under the direction of Stephen Epler, the geographic expansion of Six-Man Football as an interscholastic sport had been extremely rapid. In 1935 the game was being played in nine states; in 1936 in seventeen states; in 1937 in twenty-seven states, and in 1941 the game was being played in forty-five states. By 1938 teams in Canada and Hawaii were playing the Six-Man game. The estimated number of intramural clubs and playground teams in 1941 was over 20,000.

Boys in high schools with enrollments too small to provide suitable 11-Man material and soldiers and sailors too busy to give the time necessary to perfect 11-Man plays are now enjoying the game.—*The Coach*.

With unanimity of forces rarely seen in Washington, the nation's educational leaders appeared before the Federal Communications Commission to ask for the allocation of additional broadcast channels for educational broadcasting by local school systems, colleges and universities and by State Departments of Education.—*North Dakota University School of Education Record*.

Yankee Doodle's Hat

(Continued from page 263)

was *art*, the measurements for which included *arithmetic*. However, there were outcomes that could not be measured: experience in the creative, in learning how to work and plan together, in watching an idea grow and satisfaction in seeing it carried to a successful conclusion.

And the plot? Yankee Doodle was in a park one day watching a program of early American dances (first grade) when suddenly the wind blew his hat up and away. Yankee Doodle dashed after it. Curtain! In front of the curtain Yankee Doodle asked different spectators who passed by if they had seen his hat. None had. Some helped look, and one suggested that the wind might have carried it to Ireland.

The second scene was around an Irish Wishing Well. Irish lads and lassies (fifth grade) were singing and dancing until they spied the Wee Folk (second grade). These capered around when quite unexpectedly their leader, fishing in the well, pulled out Yankee Doodle's hat. The others gathered around admiringly while he strutted about wearing it. Suddenly Yankee Doodle appeared and unabashed asked about his hat, saw it, tried to get it, but failed because the Wee Folk scampered away. Curtain.

Between each two acts, while the scenery was being changed, a sequence of the

preceding scene was enacted before the curtain. This time Pat and Yankee Doodle were trudging along in search of the hat, lost in conversation, getting acquainted with each other. In the third scene they came to Holland, watched the Dutch children (kindergarten) dance, and just at the close discovered the hat on top of the windmill. Between scenes Hans tried to show Yankee Doodle and Pat how to do the Dutch dance.

Then they went on to Czechoslovakia (second grade). They arrived just after the children had finished a dance and the soloist had skipped off with the hat.

In Russia (sixth grade) a peasant home scene, the four searchers listened to the songs and watched the dances. When they asked about the hat Joseph said he had seen it that morning, flying through the air, and would be glad to help them look. In front of the curtain they had a large world map on which they traced the hat's journey. From there they would go to China.

The Chinese scene was in a schoolroom. The five were absorbed in Chinese school techniques (fourth grade) but the serenity was rudely interrupted by a boy running across the stage with the hat tangled in his kite strings.

Between acts the six travelled across the stage as they chanted:

On we go; on we go

Six more days to Mexico.

Repeating this, they had five more days, four more days, etc. When they reached the other side, a small boat bearing only the hat was propelled across while the unseen "propeller" gave the same chant! The Mexican market scene (fifth grade) was so interesting that the six forgot their errand. While they were busy making purchases, a native took off his sombrero and did a solo dance wearing Yankee Doodle's hat.

Yankee Doodle invited his new friends to come home with him. They did, returning to the same park as in Scene One, and witnessed some later American dances (Virginia reel by the third grade). Yankee Doodle introduced his friends and they, to their complete surprise, were presented not only with Yankee Doodle's hat but with a duplicate hat for each member. As Yankee Doodle said in his acknowledgement, "After all hats don't count. It's friends that count — friends among neighbors, between countries — friendship all around the world."

How We Do It

C. C. HARVEY, *Department Editor*

STUDENTS VIEW WORLD PROBLEMS THROUGH JUNIOR TOWN MEETINGS

It's nothing new for high school students to discuss complicated world problems. In fact, more than 1,000,000 students will have taken part in active discussion of current issues by the end of the school year as the result of an experiment started three years ago and now grown to a thriving educational movement.

Junior Town Meeting, an adaptation of the original New England Town Meeting and the popular America's Town Meeting of the Air, is a regular event, both on the air and in the school assembly, in many communities.

This year, for example, radio listeners of Boston, Philadelphia, Cleveland, Akron, Toledo, Cincinnati, Dayton, and Springfield are listening to regular discussions on vital current topics by high school students; many luncheon clubs and Parent Teacher Associations have witnessed such demonstrations; and an estimated 150,000 students in 125 high schools are taking part in demonstration meetings for the first time.

Started by Byron B. Williams, former educational adviser of Town Hall in New York City, with the assistance of *Our Times*, a newspaper of current events for students, Junior Town Meeting is now an established activity backed by the Junior Town Meeting League. Allen Y. King, supervisor of social studies in the Cleveland schools, is president of the League; W. L. Chase, professor of education at Boston University, vice-president; and Dr. Williams, secretary.

A Topics Committee, headed by Dr. Chase, suggests timely and significant questions for discussion. The League maintains five free services for the benefit of members. It provides a weekly publication, "Civic Training," which outlines the topic of the week; makes available to high schools the services of the Moderator who conducts demonstration Junior Town Meeting assemblies; maintains an advisory service to schools, youth groups, or radio stations wishing to set up forum discussions; conducts an annual national conference on youth discussion techniques; and assists organizations in training discussion leaders for school or youth groups.

In addition, the League has recently published a handbook, "Make Youth Discussion Conscious", to guide those groups in their planning. The Moderator of the League is C. W. Pettegrew, formerly supervisor of the Ohio State University radio station.

An interesting recent development is the plan of Louisiana University in co-operation with the State Council for the Social Studies to develop a statewide Junior Town Meeting of the Air, using radio stations in seven regions of Louisiana.—Adapted from an article published in *The Christian Science Monitor*, and from information fur-

nished by Byron B. Williams, Secretary, Junior Town Meeting League, Columbus, Ohio.

OUR SUGGESTION BOX YIELDS GOOD IDEAS FOR INNOVATIONS

The right of students to express themselves and to put into practice their own ideas has long been the desire of the faculty of George C. Thomas Junior High School, Philadelphia, Pennsylvania. But too many students failed to make their ideas known until a certain innovation was started at the suggestion of an alert student.

This was to place an "idea" or "suggestion" box in the hallway where all could see it every day and drop questions into it. When this was done, suggestions poured in! A committee was appointed to read and select the most sensible and workable proposals.

Some ideas dealt with gymnasium activities, others with recreation, and a few with lunches. For example: We desired organized activities during the last fifteen minutes of the luncheon period. The boys and girls wanted dances, games, and movies. We are now having these alternately throughout the week. Also a greater variety of foods on the menu was desired. A committee discussed the problem with the dietitian, and we now enjoy better and fuller lunches, hot drinks, and posted menus.

We did not approve of the manner in which the American Flag was displayed in our auditorium. A suggestion dropped into the box by a student resulted in new holders on the wall and the flag displayed in a manner which met with the approval of all. The matter of certain types of clothing resulted in several suggestions and considerable discussion, but no drastic changes were made in our costumes.

We know how much work is involved in putting the suggestions into practice, but we also know that certain constructive improvements have resulted from them. We feel that the suggestion box in our school is a symbol of democracy.—JULIANA PELO, George C. Thomas Junior High School, Philadelphia, Pennsylvania.

STUDENTS RECEIVE FREE ADMISSION TO ALL SPORTS AND SOCIAL EVENTS

Grant Union High School, North Sacramento, is distinguished from most other high schools of California in one way — the students do not have to pay for their student body cards, which entitle them to go to all the sport and social events. Some schools not only charge for the student body cards but also require students to pay for admission to football games or similar functions. We meet the cost of the student body cards by several methods.

First, there is the cafeteria, which is the main source of revenue. Here the food is of the best

quality, prepared by people long experienced in their field. It is served to students and faculty at low prices. The lunch-period lasts only half an hour, eliminating the problem of rowdyism. The students are entertained during the period with organ music of their own choosing. Community groups frequently enlist the service of the cafeteria as a place for holding banquets and entertainments. Boys and girls who want to earn spending money can easily get a job as bus boy, fountain clerk, or kitchen helper.

The second source of income is the student store. The store is similar to any other mercantile establishment, only on a smaller scale. It specializes in school supplies, candy, and fountain goods. Students work in the store before and after school.

The Grant Union swimming pool is another source of income. The pool itself is surrounded by lawn chairs and picnic tables. Ping-pong tables, handball courts, and other recreational facilities are at the disposal of visitors. The Student Association has erected a small building commonly known as "The Hut" where cold drinks and hotdogs may be purchased.

These are a few ways in which Grant Union accumulates revenue to meet the cost incurred when it gives its students free student body cards.—WESTCOTT GRISWOLD, Grant Union High School, North Sacramento, California.

HARD WORK AND DESIRE TO EXCEL MARK SPIRIT OF GIRL CADETS

Although the Girl Cadets have just become prominent in the last year, McKinley High School, Washington, D. C., has had Girl Cadets for the past four years.

In May of each year a competitive drill is held in which all the Girl Cadets from the city meet and are put through a military drill to see which school has been trained the best in military carriage and appearance.

In 1942 three schools, Anacostia, Washington and Lee, and McKinley, met on the Washington and Lee Field. This was McKinley's first year for Girl Cadets, and they still had much to learn when the meet was held in May. One company represented McKinley and it came in next to last. Nevertheless, the members returned with new knowledge and determination to have a winning company the next year.

The year of 1943 was an outstanding one in the history of the Cadets. After being put through rigid drills all year and receiving new blue uniforms, on the order of the WAC uniform, the girls marched out on the field at Central High School, Washington, D. C., and won first place. This year Washington and Lee was excluded from the drill and Woodrow Wilson High entered.

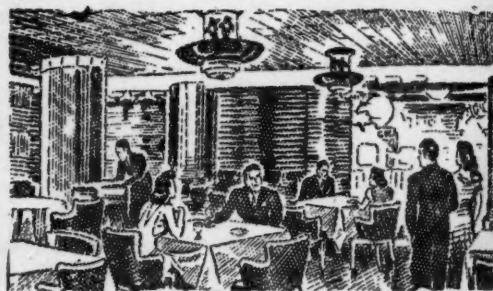
Although winning first place was a big event, we kept in mind that other schools would strive just as hard to win the coveted first place. September of 1943 found all the old girls working hard to enlist more members in the Corps. Special assemblies were given, speeches were made

to all the new sections, and a recruiting table was set up in the main hall. At the end of the campaign, McKinley produced two companies, "A" and "B." With the help of the old girls, the advisers, and their own determination to work and win the drill, the girls worked harder than ever. Competing against eleven other companies, Company "A" came in second while Company "B" came in fifth.

The Cadets are now working toward winning first and second places in the 1945 drill, and again there are two companies. All the high schools of Washington, except two, have Girl Cadets, and more competition is expected this spring than ever before. With the willingness and co-operation the girls have shown so far, McKinley seems to have a chance this year of coming out on top.—BETSY STAFFORD, McKinley High School, Washington, D. C.

IMPROVING COMMUNITY RELATIONS THROUGH SOCIAL SERVICE WORK

Eleventh and twelfth grade students at the South Philadelphia High School for Girls are given the opportunity to do some sort of work for any number of hours at Social Service agencies in the city. Our choice is wide and



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We, two students of the South Philadelphia High School for Girls, were not well-informed about the problems of various races and religions; however, through our work at Fellowship House we have been fortunate in developing a broader viewpoint on this important subject. Fellowship House was established by the Society of Friends to improve and better relations of the various racial and religious groups in Philadelphia through a study of the different groups and the understanding which comes with knowledge.

The work has not always been pleasant. We have spent any number of hours doing tedious jobs, but this has always been overshadowed by the benefits received. Our work consisted of clerical duties and errands. By performing these various duties, we felt that we had a share in this fine work.

We have worked with people of all races and religions — Negro, White, Japanese, Jewish and Christian. Literature pertaining to the subject, first-hand reports from authorities, and actual contact with the people who are confronted with these problems are always available to us as they are to all who desire information of this sort. Thus, we have gained exactly what the Fellowship House is trying to develop, a better understanding of all mankind.

We feel that it is imperative that this idea be carried to all peoples everywhere. Working at this agency has really been education for us, and

it has been an education in the true elements of democracy.

Social Service work has been fun for us; sometimes it's tiresome, but more than that, it has been an education in living with other people.—SHIRLEY KATZ and ANITA KRENZEL, South Philadelphia High School for Girls, South Philadelphia, Pennsylvania.

COUNCIL SENDS CHRISTMAS GREETINGS TO FORMER STUDENTS NOW IN SERVICE

If G. I. Joe is a former student of Harding High school, St. Paul, Minnesota, chances are he received a holiday greeting from the students this year, for one of the projects of the school council was to send letters to former students who are now serving their country in the armed services.

The first problem the council faced in connection with the project was a difficult one — how to get the addresses of servicemen. First, a plea was made to the student body, asking the various rooms to turn in addresses of Harding alumni now in service. The response was satisfactory, but still the mailing list was not complete. Some council members, using the school honor roll as a reference, delved into office records until they got the home addresses and telephone numbers of as many of the servicemen as possible. Each council member was then given a list of names to call and get the addresses. When the family did not have a telephone, other means of contacting them were devised. Finally

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a fairly complete mailing list was compiled.

Students of journalism wrote the letter of greeting; the typing classes typed the letters and addressed the envelopes.

The council hesitated to dip into its treasury for postage money, and, after several methods were discussed, decided to ask for an outright donation from the student body. More than enough money for postage was collected in this way.

And did G. I. Joe appreciate a letter from his old school? The many enthusiastic replies the council received testify that he did!—MARCELLA SCHMUCH, Harding High School, 516 Earl Street, St. Paul 6, Minnesota.

STUDENT CONGRESS SOLVES PROBLEM OF RELATION WITH NEIGHBOR SCHOOLS

For a long time Thomas Jefferson Senior High of Port Arthur, Texas, was confronted with a problem which faces almost every school at one time or another. This was the problem of maintaining friendly relationships with neighboring high schools.

The problem was brought to a climax early in the football season this year when members of the different schools started throwing lemons during the games. There were many complaints about this and it was evident that something must be done about the situation.

It was then that our Student Body Congress took action and started a campaign to promote friendly relationships among the students of the schools involved. After considerable discussion, it was decided to get students of the different schools to visit one another, make speeches in assemblies, and get the co-operation of all students in bringing about a spirit of goodwill rather than one of antagonism. Several members of the Congress made speeches at neighboring schools and pointed out that the conduct of students was not only giving the schools undesirable publicity, but also was giving the city of Port Arthur a bad reputation.

As a result of the campaign, not only the lemon throwing stopped but the relationship and feeling among rival schools was greatly improved. Instead of getting angry and blaming others, our school accepted its part of the responsibility and helped solve the problem in a democratic way by using diplomacy and reason, which in the end pay big dividends.—HELENE HUFF, Sponsor, *The Pilot*, Thomas Jefferson Senior High School, Port Arthur, Texas.

SCHOOLS ALONG OLD OREGON TRAIL OBSERVE "TRAIL MARKING DAY"

Trail Marking Day (September 15) was an outstanding event in Oregon Trail history. On that day Oregon cedar posts, branded "Oregon Trail" were placed at school houses along the entire route of the Old Oregon Trail from Independence, Missouri, to Seaside, Oregon, a distance of 2,000 miles. Each post was dedicated to a pioneer.

School children brought stones with which

pyramids were built at the base of the posts. Appropriate programs were staged at each marker, and thousands of schools participated in the ceremonies. Such participation will have a lasting effect on the boys and girls. The Old Oregon Trail will thus become a living symbol of American enterprise, independence, and courage.

On September 22, in Salt Lake City, Pony Express programs were staged at five schools. Over four thousand children heard the story of the Pony Express, which made lasting history for the United States.

It is a regrettable fact that our boys and girls grow up in ignorance of the colorful history connected with their own communities. They should know how their home town got its name; they are entitled to know about the stirring events which occurred there and which helped shape the destiny of their state and nation. We are carrying the story of America's making into our schools, homes, churches, libraries, and museums. We are taking our youngsters out on the trails themselves that they may get the "feel" of them, and vision something of the hardships which our pioneers encountered in winning the West.

In this work we have had the co-operation of Boy Scouts, Girl Scouts, Camp Fire Girls, Girl Reserves, 4-H Clubs, and other organizations. We all learn by doing. One way to learn history is to help preserve it, to get out on the ground, look into far horizons, and let the imagination soar.—Condensed from *Oregon Education Journal*, November, 1944.

FIELD DAY FOR RURAL STUDENTS HAS EDUCATIONAL SIGNIFICANCE

Seventh and eighth grade students in the communities near our city look forward, with eager

DON'T BLAME THE YOUNG FOLKS

by
Everett V. Perkins

Principal of Cony High School, Augusta, Maine, for 19 years; author, active in church and community activities.

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anticipation, to Rural Field Day each spring when they will be the guests of the local high school.

Rather than send a representative, the high school principal makes a personal call at each of the fifteen contributing grade schools to deliver the invitation. The date of the event is announced, and students begin to make preparation to attend.

Each school is represented by a boy and a girl to participate in each of the contests. These include such activities as the fifty-yard dash, kittenball throw, broad and high jump, sack race, and a long list of others which makes it possible for almost all seventh and eighth graders to take part in an activity. A dash, for rural teachers only, is the occasion for much excitement. The difference in individual skills of a country lad and a city youth is shown in a game of ball played by the two groups.

In order to give all an equal chance, contestants are divided into two groups for each event—those weighing more than one hundred pounds and those weighing less than one hundred pounds. In each event a blue ribbon, counting five points, is given to the winner of first place; a red ribbon, counting three points, to the winner of second place; and a yellow ribbon, counting one point, to the winner of third place. Ribbons become the property of individual students, but the points are totaled, and the one receiving the highest number is presented a beautiful trophy.

The assembly program for Field Day stresses the importance and necessity of a high school education for boys and girls of rural communities as well as for their city cousins. Activities and classroom work are made especially interesting for the visitors. The girls in the Home Economics Club, for example, exhibit and model the things which they have made. The climax of the day comes with the dinner prepared and served by this group.

The greatest educational significance of Rural Field Day is evident when, the following September, the majority of eighth grade graduates from the rural communities enroll in the local high school.—ANNE SCHOTZKO, School District 78, Brown County, Springfield, Minnesota.

SCIENCE CLUB INFORMS STUDENTS OF MYSTERIES OF POISON GAS

The Science Club of Samohi High School, Santa Monica, California, has as its chief project that of informing the student body about the mysteries of chemical warfare. This is to be accomplished by means of talks, discussions, reports, demonstrations and, if possible, moving pictures. It will deal with the "how" and "why" of chemical warfare, preventive measures, and the like.

Recent meetings have dealt with poison gases and incendiary bombs. The Club has chosen this as its annual project because it feels that such matters are of the utmost importance to the entire student body.

Several talks have been given — one on poisonous gases (lung irritants), another on first aid

for these gases, and still another on the decontamination of water. The project is designed to acquaint students with the true facts of chemical warfare and teach them what to fear and what not to fear along the line of the little known mysteries of poison gas.

The activities of the Science Club on chemical warfare are part of the morale building program of the high school. Every group in the school is participating in this program, which is based on the following creed:

"We have a firm belief in our cause;
We have confidence in our leaders;
We have faith in ultimate victory;
We can be useful, we want to help."

—DONALD HUTH, Adviser, Science Club, Samohi High School, Santa Monica, California.

DEMOCRATIC LIVING AND COURSES CORRELATED DURING CORE PERIOD

In the Marlette, Michigan, High School a period of two hours each day is set aside for the correlation of democratic living with history, current events, English, spelling, reading, and geography. This is called the Core Curriculum Period.

Last year the school had regular salvage drive, bond sales, and other activities connected with the war. These gave all students an opportunity to participate in community services and activities. Retarded students especially gained experiences which were profitable and are not

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found in the routine work of the school.

English activities included writing letters to friends in the armed services and students in other parts of the country. Replies gave new life to the project and aroused a keen interest in geography.

Reading was particularly emphasized in the Core period. There was an intense interest in reading current events, history, and geography. Books and current newspapers and magazines provided a wealth of reading material for students. Frequently live discussions followed reading periods.

The organization of the Core period was an experiment in democratic living. It led to an intense interest in community life and contemporary affairs, and from the work during this period originated activities and projects which enriched the life of the school. Both students and faculty believe that it has helped to vitalize both the curricular and extracurricular activities of the school.—ROBERT RUDD, Marlette, Michigan, High School.

MINNESOTA GIRLS' CLUB HAS AN INTER-CULTURAL PROGRAM

Once in the school life of every member of the Girls' Club of the Senior High School, Eveleth, Minnesota, she is given the opportunity to make public recognition of the contribution in tradition and customs that her parents have brought from the old world to the new.

Here in the heart of a great industrial section of the United States, in this small mining town of the Mesabi Range, is found the color of old Europe and the romance of a new America.

This project in inter-cultural education sponsored by the Girls' Club, an organization composed of all girls in high school, is called "The Homelands."

Girls from each nationality arranged exhibits from their parents' native country. Each booth had an American flag and one of the country represented. Beautiful old-world treasures, cherished in the homes of the community, were displayed: china and brass, wonderful handmade linens, embroideries and laces, handicraft of intricate and beautiful design. Old musical instruments were shown and played by some of the older men. A grandmother brought her spinning wheel and worked during the exhibition, showing an interested younger group how linens were made.

One important phase of the project was an Old World Market. Girls, in costumes brought from their parents' native homes, presided at tables on which they exhibited and sold foods of the

nationality they represented. The mothers had a large part in this exhibit, because they directed the decoration of tables, in native style, using foreign dishes and linens. They also helped in the preparation of the food.

Through working on this program, the girls learn to appreciate the beauty and charm of their parental backgrounds, and thus a better understanding is developed between them and their parents. The program is received so enthusiastically by the hundreds of persons who attend that the parents are given a dignity, a sense of contribution to the community, and a feeling of social satisfaction.—MIRIAM GREAVES, Dean of Girls, Senior High School, Eveleth, Minnesota.

ITEMS IN BRIEF

The senior social science class of Granite Falls, Minnesota, High School operated a dry goods store for one day in May, 1944, as part of a unit of work in the study of economics. After the consent of the owner was obtained, the class set up the aims they wished to attain: (1) Gain practical business experience. (2) Learn to meet the public. (3) Develop habits of co-operation, business ethics, courtesy, responsibility, and leadership. After this experience, members of the class were eager to attempt other units which would give their education a touch of realism.

* * * *

Teaching materials and visual aids in the new kit on United Nations Education may be purchased for \$3.50 from the United Nations Information Office, 610 Fifth Avenue, New York 20, New York. The kit may also be effectively used with clubs and discussion groups.

* * * *

At the Sault Ste. Marie, Michigan, High School an interesting activity of the biology classes was a study of sleep. The factor which stimulated this study was a survey made of the sleep students in the high school get. Six hundred and sixty-one students took part in the survey. It was found that only eighty-one, or twelve per cent, of these students got the recommended amount of sleep.

* * * *

The student council of Amundsen High School of Chicago has formed a community organization which has for its purpose to combat juvenile delinquency. This group consists of representatives of neighborhood organizations, civic groups, and the council. One conference dealt with the problem of providing wholesome recreation for young people, and it was decided to establish a "Dry Nite Club."

* * * *

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students at the Fort White, Florida, High School publish and distribute to local citizens a weekly duplicated paper which contains not only school news but also items of interest to the community at large.

* * * *

Shaker Heights, Ohio, High School students, co-operating with the Council of Social Agencies, study the food, clothing, and health requirements of needy families. Though not giving the name of the family, each class takes responsibility for meeting its needs on the basis of information supplied by the Council of Social Agencies.

* * * *

"Community Action," published by Adult Education Program of the University of Michigan, recently made a study of problems and practices of Michigan Youth Centers. The activities liked best were: Dancing; Table Games — Ping-pong, Checkers, Chess, Cards; Gym Sports and Games — Basketball, Volleyball, Boxing, Bowling, Badminton; Coke Bar; Pool and Billiards; Swimming; Skating; Shuffle Board; Music; Dramatics; Clubs — Hiking, Hobby, Handicraft, Riding; Discussion Groups; Reading; Parties; Dinners; Workshop; Movies; Place to meet and hang out; and Looms.

* * * *

Following are some significant questions which might be of interest to high school discussion groups and forums: Are we likely to have a severe crime wave after the war? Are high schools doing enough to prepare young people for effective citizenship? Are extracurricular activities in schools gaining or losing ground as the result of wartime conditions? Should one year of compulsory military service or training be required of all young men? Should peace be concluded by means of a joint resolution requiring the consent of a majority of each house of Congress rather than by a treaty requiring the consent of two-thirds of the Senate? What is going to take the place, when the war ends, of a hundred billion dollars' worth of government spending?

* * * *

In the History Club at the Port Chester, New York, Senior High School, current controversial problems are discussed in forum technique. Aside from the fact that a faculty member is in attendance at meetings to preserve the necessary decorum, there are no restrictions. The program is sponsored and conducted by the students, who utilize to the fullest extent their right of freedom of speech. Ample opportunity is afforded not so much for brilliant display of facts as for the development of sane attitudes and mutual respect for divergent opinions.

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(Continued from page 249)

tion might have been for the student council sponsors or officers to have set 100 per cent as the goal with which to have ended the drive, especially after attaining 99 per cent on next to the last Wednesday. A goal of doubling the amounts could have been suggested but this was not done. Two home rooms sold thousand dollar bonds to outsiders who desired to purchase for the drive in the school.

East hopes to continue the 90 per cent goal at least once a month. The desire is to stimulate the habit of buying which has been formed for the first time or again for many at East. There were no negative reactions of any consequence in spite of two or three students who had unfavorable religious scruples and a few who were too poor to buy regularly. These were protected and not embarrassed. Students and sponsors were guarding against any undemocratic hurt or pressure. Quite a number of home rooms went to work through this united effort. Needed student leadership at East was stimulated

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Submarine Island

3 act thriller; 4m; 4w....75 cts.

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and many worthwhile results in increased power to lead and unite on a school activity evolved through the working out of this project. Everyone was proud in accomplishment and should be able to approach other leadership activities and participation with a greater confidence in his ability.

Prior to this drive, the student body's participation in the purchase of war stamps and bonds was fifteen to twenty per cent, with some home rooms not purchasing regularly. No small part of the credit for this splendid achievement is due the head sponsor of East's student council, *Niss Nora W. Boone*, and the capable student president, *Dick Penfold*. Careful and deliberate planning was behind every move in the drive. Nothing was promoted dramatically in assembly. In fact, there was no announcement except through regularly constituted student organization and home room set up.

A presentation assembly gave recognition to this significant achievement — an achievement in which everyone had a part at some time or other during the month.

Mr. Joseph G. Bryan, Director of Secondary Education, spoke in appreciation of the fine teamwork and service "above and beyond the line of duty." Jane Coffey, student leader, explained the organization and development of the council project. The council president presented the flag to the principal, Mr. W. W. Clement. Patriotic music was played by the East band.

A Foreign Language Assembly

(Continued from page 254)

pears on the balcony in a short time to toss a rose to the boy who has remained on the stage waiting for her.)

ROMAN 1: We didn't have to bother with any courtship at all. The marriage ceremony was very simple, and the engagements were arranged for us by our parents. We'll show you how it was done, even to the caveman-ending, when the groom tore the bride away from her mother. Much more exciting, say I!

(Latin pupils put on the Roman wedding — dressing the bride in her veil, parting her hair and braiding it into six braids, the marriage by a matron, the cheer of the guests, the tearing of the bride from her mother's arms by the groom, the procession to their new home.)

1: The girls' glee club has promised that they will sing two numbers for us in Span-

ish. (Glee Club sings.)

1: I think that will just about finish our assembly program. I hope it will go off as well as we think it will! We'll have to get the various groups to work right away. Meeting adjourned.

IS LATIN QUEER?

We'll begin with a box, and the plural is boxes
But the plural of ox should be oxen, not oxes.

Then one fowl is a goose, but the two are called geese
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole lot of mice
But the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

The cow in the plural may be cows or kine
And the plural of vow is vows, not vine.

And if I speak of a foot and you show me your feet
And if I give you a boot, would a pair then be beet?

If one is a tooth and a whole set are teeth
Why shouldn't the plural of booth be called beeth?

If the singular is *this* and the plural is *these*
Should the plural of kiss be nicknamed keese?

Then one may be that, and three would be those
Yet hat in the plural would never be hose.
And the plural of rat is rats and not rose.

We speak of a brother and also of brethren

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But though we say mother, we never say methren.

The masculine pronouns are he, his and him
But imagine the feminine she, shis, and shim.

So the English, I think you will all agree Is the queerest language you ever did see.

Synchronizing Speech Methods

(Continued from page 251)

of the most potent causes of the post-Victorian unpopularity of that highest form of literature."

So the *synchronic pattern* must prove its usefulness to the instructor first. Then, even if the actual persuasive speech situation is more elusive than the instructor has prepared for, the student need not be left completely in the lurch.

The Play Way of Speech Training, Evans Brothers Limited (London).

An Assembly Program

by a Namesake

(Continued from page 258)

Trip of a Ranchman" by Theodore Roosevelt.

C: This one is "Wilderness Hunters" by Theodore Roosevelt. Did he write all these books?

E: I don't believe it. He did too many other things. How could he have written all those books?

D: He did! Our Roosevelt School library has a complete set of all of the books Theodore Roosevelt wrote and these are the books.

E: That's a big pile of books. What are some of the other titles?

NARRATOR: The Life of . . . etc — followed by the creed of "The American Boy."

PICTURE TEN — PICTURE OF ROOSEVELT'S HOME, SAGAMORE HILL

E: There is something printed on this picture.

D: Read it.

C (Reads from under picture): An excerpt from "Autobiography of Theodore Roosevelt." This appears on the picture of Sagamore Hill which is in our club room Sagamore Hall.

NARRATOR: I read something about Sagamore Hill, too. Sagamore was built by . . . etc.

B: Well, Theodore Roosevelt had a very useful life. He made many contributions to our land. I'm proud to go to a school named after him.

ALL BOYS: So am I.

A: Hey fellows, everybody better hurry. We'll be late to homeroom and maybe we'll even miss the assembly.

ALL BOYS: So long. Be seeing ya. . . .

A: We'll take this easel down to the art

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room. I guess the stage is straightened up enough now. It looks O.K.

B: Here, I'll help. (A and B carry easel off right.)

A: O.K.

OTHERS: So long.

C: So long. See you in gym class. (Two boys carry Roosevelt's books off left. Others exit left)

(Curtain)

Comedy Cues

SAFETY FIRST

A New York teacher had drilled her class carefully on fire precautions, so that her daily question, "Children, what would you do if fire were to break out in this building?" was always answered by a gratifying chorus of "We would rise in our places, step into the aisle, and march quietly out of the building."

One morning, the children were honored by a visit from the well-known Dr. Henry van Dyke. The teacher, instead of her usual opening question, asked, "Children, what would you say if I were to tell you that Dr. Henry van Dyke is to speak to you this morning?"

Instantly from the class came the resounding

answer: "We would rise in our places, step into the aisle, and march quietly out of the building."

—Michigan Education Journal

QUAINT TRIO

Here's another version of a current story going the rounds about three of the world's outstanding villains.

Hitler and Goering decided to escape, and disguised themselves — Hitler with a white beard and a white wig, Goering as a buxom blond woman. To test their disguises they visited a restaurant and ordered a meal.

"Thank you, mein Fuhrer," said the waitress when Hitler paid her. Goering explained to the fidgety Adolf that the girl had merely used those words in order to be polite. To make sure, they ordered something else.

This time Goering paid, and the waitress said, "Thank you, Herr Reichsmarshal."

Visibly disturbed, the pair called the waitress back. "How could you possibly see through our disguise?" asked Hitler.

"I'm Goebbels!" came the husky whisper.

—The Rosalia

CONFIRMED

Little Mary had told her mother that there was a big red bear in the orchard.

"Now, Mary," said her mother, "you know well enough there is no bear out there, and you had better go right into the closet and ask God to forgive you."

Mary did as she was told and soon came out smiling and said, "Mother, it's all right; God said he thought that calf was a bear, too, the first time He saw it."—Michigan Education Journal.

For years, children coming to the library for anecdotes have called them "antidotes." Now Milwaukee's Llewellyn Neighborhood Library reports that this year's small fry are cheerfully asking for "antsydoats."—Oklahoma Teacher.

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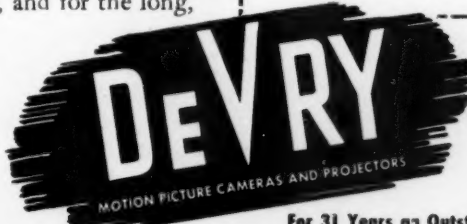
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